

St Joseph's Primary GLEN INNES  
Annual School Report to the Community

2014



**School Contact Details**

Church Street, GLEN INNES 2370

[principal@stjosephsgleninnes.catholic.edu.au](mailto:principal@stjosephsgleninnes.catholic.edu.au)

<http://www.stjosephsgleninnes.catholic.edu.au>

02 6732 1372

**Principal**

Ms Maria Mowle

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## ABOUT THIS REPORT

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St Joseph's Primary is registered by the Board of Studies, Teaching and Educational Standards NSW. The Catholic Schools Office, Armidale the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The *Annual School Report to the Community* provides parents and the wider School community with fair, reliable and objective information about School performance measures and policies, as determined by the Minister for Education. The *Report* also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the School community and the Catholic Schools Office, Armidale. This *Report* has been approved by the Catholic Schools Office, Armidale in consultation with the Regional Consultant who monitors that the School has appropriate processes in place to ensure compliance with all Board of Studies, Teaching and Educational Standards, NSW requirements for Registration and Accreditation.

This *Report* complements and is supplementary to School newsletters and other regular communications. Further information about the School may be obtained by contacting the School or by visiting the School's website.

### **Principal's Message**

St Joseph's School aims to educate students so that they can take their place in the world as successful lifelong learners, meeting the demands of an ever-changing world with creativity and confidence. The students' needs are central to decisions which are made at the school, which focus on supporting quality teaching. A key focus point for the school is to strive to engage learners in varied experiences that maximise individual learning outcomes, and enabling students to achieve their fullest potential. Good quality reliable and rich data informs this learning. A professional collaborative learning community enables teachers to design quality experiences for students. The staff commitment and expertise ensure that the students thrive in a safe and stable learning environment. The school implements the Diocesan Literacy Enhancement Strategy.

Students, staff and parents working in a partnership of commitment, and passion is central to the achievements of St Joseph's School. The partnership creates highly effective schooling; and is a significant dimension of the school.

The celebration of Liturgy, the transmission of knowledge and experience of the faith is central to St Joseph's.

### **Parent Body Message**

Our school is built on four cornerstones of Catholic education being: academic achievement, spiritual growth, cultural development and physical growth and achievement. This year we have excelled in all four.

Our students are renowned for being polite and well-mannered, representing the school with an inquiring mind, outstanding courtesy and pride. Parental engagement is high with the extended family of St Joseph's encompassing parents, grandparents, aunts, uncles, cousins, brothers, sisters, parishioners and ex-students. All contribute to the positive learning and family environment of our school. They do this by coming in for reading groups or "Multi-Lit", organising book club, manning the canteen at the athletics carnival, selling raffle tickets, training sporting teams or attending assemblies and Class Masses. The P and F is a vibrant and dedicated group who have done great work this year under the guidance of their president and have made a wonderful contribution. They have been very active in fund raising activities. Events have included an outstanding trivia night, school discos, pie drive, family portraits and school calendars. (Chair of the School Board)

## **Student Body Message**

At St Joseph's School, the Student Leadership Team consists of our two School Captains, six House Captains (two from each of our Houses) and one SRC member from each class from Year 1 to Year 6. Throughout 2014, the school leaders conducted a range of social and fund raising events within the school. These included a mini fete, Easter Hat Parade, ice cream day and Caritas fund raiser. Student leaders were prominent in their participation in a number of community events and celebrations including ANZAC Day, Remembrance Day, the Celtic Festival, Beardies Festival, World Day of Prayer and Catholic Schools Week. Visitors to our school were welcomed by the school Leaders. These visitors include representatives from Caritas, representatives from a range of Sports, the Nudgee Band, Scott's School musical group, Mr Adams from the Ambulance and Mr Cook from the Army. The School Leadership Team enjoyed the opportunity afforded them to develop their leadership skills during 2014. (School Captains 2014)

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## SECTION TWO: SCHOOL FEATURES

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St Joseph's Primary is a Catholic systemic Co-educational School located in GLEN INNES.

The school takes its mandate from the Diocesan Mission Statement, to Proclaim, to Witness and to Serve. As part of the Parish Community, it shares its task of imparting Catholic traditions while respecting and appreciating the traditions of other Christians. The parents' role as prime educators of their children means the school looks to them, along with the priest, staff and students to form a Christian community. Valuing each person's uniqueness, we support each other in providing knowledge, skills and attitudes which contribute to the total development of the student. In our relationships we respect and affirm one another and live according to Gospel values. Truth, compassion and forgiveness characterise our mission to bring about a more just society. 'This is what God asks of you. . . to act justly, to love tenderly and to walk humbly with your God.' *Micah 6:8*

Founded by the Sisters of St Joseph of the Sacred Heart to provide Catholic co-education, the Sisters maintained their presence in the school from 1884 to 1995. A lay principal was then appointed. From 2006-2010 a Sister of Saint Joseph was appointed as Principal. In 2011 a lay Principal was again appointed to the school. The traditions and ideals established by the Sisters of St Joseph have significant influence in the school. The school opened on 21st January, 1884, a wooden building erected next to the church, with an enrolment of 30 students, and continues to thrive with an enrolment of 210 students. Initially catering for day pupils, boarding facilities were soon provided. The boarding section closed in 1978. A two-storey block was completed in 1926. Succeeding years saw a number of extensions to its buildings. St Joseph's College, a separate secondary school, was opened in 1969, and extended until 1997. In 1988, the college and school amalgamated to form a school from Kindergarten to Year Ten. At the end of 2001, the secondary department closed. The school remains a thriving primary school. The buildings were refurbished in 2011 to provide the school with a new library and hall. In 2014 a substantial walkway cover was built, uniting the infants and primary sites. St Joseph's has a strong focus on the achievement of personal best. Laptops, Ipads, smartboards/interactive TVs, Chromebooks, and AirDrop are available in all classrooms.

Situated at the junction of the Gwydir and New England Highways, it is located within spacious grounds. Glen Innes is part of the New England Tablelands and site of the Australian Standing Stones. The main industries are agriculture, viticulture, sapphires and tourism. The population of the area was c.8000. Most students live within the Glen Innes municipality with the remaining students travelling to school by bus from outlying areas.

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## SECTION THREE: STUDENT PROFILE

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### Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds. The following information describes the student profile for 2014:

Girls	Boys	LBOTE*	Total Students
113	98	2	211

\* Language Background Other than English

### Enrolment Policy

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment of Students in the Catholic Systemic Schools of the Diocese of Armidale'. The Catholic Schools Office Armidale monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

The full text of the 'Enrolment of Students in Catholic Systemic Schools of the Diocese of Armidale', along with any specific enrolment policy for the school, is printed at the end of this document.

### Student Attendance Rates

The average student attendance rate for 2014 was 94.27%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	94.54%
Year 1	94.40%
Year 2	95.77%
Year 3	94.69%
Year 4	94.00%
Year 5	93.50%
Year 6	92.96%

## **Managing Student Non-Attendance**

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Director of Catholic Schools or designated Catholic Schools Office Armidale officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

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## SECTION FOUR: STAFFING PROFILE

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The following information describes the staffing profile for 2014:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
12	8	20

\* This number includes 10 full-time teachers and 2 part-time teachers.

Percentage of staff who are Indigenous	6%
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### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office Armidale. The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

The School held the equivalent of five staff developments days this year with areas of focus as follows:

<b>Term 1</b>	Day 1: Curriculum Development and Compliance Requirements Day 2: Evangelization and Mission
<b>Term 2</b>	Occurred Day 2 of Term 1
<b>Term 3</b>	Day 3: Implementation of the NSW Syllabus of the Australian Curriculum for Mathematics
<b>Term 4</b>	Day 4: First Aid and CPR Day 5: Non Violent Crisis Intervention Refresher and Implementation of the NSW Syllabus of the Australian Curriculum for 2015

All staff members completed the National Disability Standards Training. Additional learning occurred in theology and prayer forms and staff attended retreat days/evenings. Staff attended learning related to implementation of the Mathematics and Science Syllabuses, Numicon, Diocesan Stage Days, Behaviour Analysis Report Tracking Program (BART). Child Protection and Work Health and Safety e-learning modules were completed. The Principal, Assistant Principal, Religious Education Coordinator, Student Support Teacher and Librarian attended professional learning specific to their roles.

## Teacher Standards

The following table sets out the number of teachers who fall into each of the categories determined by the Board of Studies:

<b>Teacher Qualifications</b>		<b>Number of Teachers</b>
1	Those having formal qualifications from a recognised higher education institution or equivalent.	12
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

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## SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

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School follows the Armidale Diocesan Religious Education Curriculum and uses the student text *To Know, Worship and Love*, as authorised by the Bishop of Armidale, Michael Kennedy.

St. Joseph's School is part of St. Patrick's Parish Glen Innes. The Principal and Religious Education Co-ordinator work closely with the Parish Priest. The Parish Priest was a regular visitor to the school. The Liturgical life of the school is based on the liturgical celebrations throughout the Church calendar, particularly Lent, Easter, Advent, Christmas and significant Feast days. The students and parents had many opportunities to celebrate the Eucharist at Whole School and Class Masses. Masses were celebrated weekly with each stage having two Masses a term to prepare and celebrate. The themes for these Masses were based on the Liturgical Seasons and Religious Education lessons taught. Each Primary class participated in the sacrament of reconciliation once in the year. Whole school liturgies were celebrated for the start of the school year, Ash Wednesday, Feast of St Joseph, Mother's Day, Father's day, ANZAC Day, Feast of St Mary MacKillop, NATSI week, Remembrance Day, and the end of the school year. School meetings (e.g. P& F, Board, Staff and Class) and assemblies started with a prayer. Staff also celebrated Staff Prayer each Friday morning with staff taking turns to lead. Prayers were also prayed in each class every morning, prior to meal times and at the conclusion of the day. Staff participated in a staff Mass each term.

There were three Parish Sacramental Programs. Year 3 students made their First Reconciliation and First Communion while Year 6 were Confirmed. Two staff members attended the Armidale Diocesan retreat days. All staff participated in a Spiritual Formation Day. A number of staff members attended a twilight prayer evening. Students participated in class and whole school prayers such as school assemblies, opening school prayer, ANZAC Day and Remembrance Day. The students in Years 5 and 6 attended retreat days prepared and lead by staff members.

The whole school community, through the Student Representative Council and Mini Vinnies, raised funds for CARITAS, Children's Missions and the local St Vincent de Paul Society. Mini Vinnies assisted with the local St. Vinnies luncheon. Social Justice was integral to the religious education Curriculum. Individual teaching units addressed social Justice issues. Students visited the local Aged Care facilities to present concert items for the residents.

The school is closely linked to St Patrick's Parish. Staff delivered the parish sacramental lessons and organised First Reconciliation, First Communion and Confirmation. Some students were altar servers at school and weekend Masses. The school was involved in the Parish celebration of Ash Wednesday, Holy Thursday, Feast of St Mary of the Cross MacKillop, and the Family Christmas Eve Mass.

Students in Years 6 in Catholic schools in the Diocese of Armidale undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 50)	
Year 6	34.00

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## SECTION SIX: CURRICULUM

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The school provides an educational program based on, and taught in accordance with the Board of Studies, Teacher and Educational Standards, NSW syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Schools Office Armidale.

The curriculum focuses on creating 21st century learners, able to use the knowledge, skills, behaviours and dispositions that they require to thrive in the world. Improvement strategies, designed to meet the needs of students occur. The Diocesan Learning Enhancement Strategy focused on enhancing student achievement in Literacy and Numeracy. The school also offered a Reading Tutor program. Students access eBooks through the school's Overdrive library. Whole school analysis of NAPLAN and PAT Comprehension and Mathematics data occurred. Student's individual needs were met in a wide range of differentiated learning experiences, with teachers planning curriculum in stage levels. Educational Assistants, including an Aboriginal Education Assistant, assist teachers to support the learning needs of students.

Academically the students have striven to achieve their individual best and have performed well. The results in NAPLAN were again strong for the cohorts, continuing the school's tradition of excellent achievement, with a large number of students excelling and achieving the top bands. Highlights of this achievement include that the Year 5 students achieved above the State mean in all areas except Spelling while all students in this cohort exhibited good growth in all areas with the majority exceeding that which would be expected. Students took part in state-wide competitions, with excellent results, and in Brain Olympia achieving well in the Diocesan competition.

The integration of ICT in student learning was enhanced by the provision of more ICT hardware and Apple AirDrop for smartboards/interactive TVs. The purchase of more laptops and Chromebooks and the employment of an ICT assistant also contribute to the integration of ICT into pedagogy.

The students had many successes in a variety of sports, including: swimming, netball, rugby league, touch football, netball, athletics, OzTag, cricket and cross country, representing at Diocese and Polding. Many students obtained representative honours, including at NSW PSSA Level, and one for NSW PSSA at National. Representatives visited the school for further skill development in a number of major sports.

Students perform with credit at community celebrations and school and class Masses. Students

sang at the local Celtic Festival. Students had entries in the Glen Innes show in a wide variety of sections, most notably in the Floral Art section. The school participated in the ANZAC march, Beardies Festival, Red Cross Christmas tree display and Glenwood Christmas Card Competition. Visits from authors, musicians, school bands and Life Education occurred. The students accessed a range of excursions both within and outside the local community.

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**SECTION SEVEN: STUDENT PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS**

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The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
<b>Year 3</b>	<b>Reading</b>	35.00%	46.20%	15.00%	13.10%
	<b>Writing</b>	40.00%	39.10%	5.00%	11.20%
	<b>Spelling</b>	40.00%	43.70%	20.00%	14.80%
	<b>Grammar</b>	55.00%	49.90%	5.00%	11.90%
	<b>Numeracy</b>	30.00%	36.20%	0.00%	13.40%

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
<b>Year 5</b>	<b>Reading</b>	41.00%	34.50%	9.00%	16.30%
	<b>Writing</b>	17.00%	15.50%	4.00%	21.40%
	<b>Spelling</b>	30.00%	33.60%	17.00%	16.40%
	<b>Grammar</b>	26.00%	36.60%	13.00%	16.10%
	<b>Numeracy</b>	24.00%	25.90%	10.00%	18.10%

### **Student Welfare Policy**

No changes were made to the Student Welfare Policy policy.

The full text of the School's Pastoral Care Policy may be accessed on the School's website or at the administration office.

### **Discipline Policy**

Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School.

No changes were made to the Discipline policy.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

### **Anti-Bullying Policy**

The Catholic Schools Office, Armidale has established a *Student Anti-Bullying Policy* which is implemented by our school and all systemic schools in the Diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Schools Office (CSO) monitors the implementation of this policy. No changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed on the School's website, the administration office or at the CSO website.

### **Complaints and Grievances Resolution Policy**

The Diocese of Armidale has established a *Staff Grievance Policy* which is implemented by our school in the Diocese. Each school also has an individual Grievance Policy and Procedure for dealing with matters at a school level. The rationale for these policies is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Schools Office monitors the implementation of these policy. No changes were made to

the policy this year.

The full text of the individual policies may be accessed on the School's website, the administration office or at the CSO website.

### **Initiatives Promoting Respect and Responsibility**

The student leaders were great role models for younger students and accepted responsibility for a number of tasks around the school. The school contributed to the Glen Innes community through participation in the local show, ANZAC and Remembrance Day ceremonies, as well as the Celtic Festival, World Day of Prayer, and the Red Cross Christmas Tree Display.

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Improvement Plan and informed by the document *Diocesan Intentions and Directions 2012-2014*. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Schools Consultant.

### **Key Improvements Achieved in 2014**

The school had professional learning in Mission and Evangelisation for staff to further their commitment to and participation in the evangelising mission of the school. Staff participated in online learning modules for Mathematics and Science. Professional learning assisted the staff to use effectively data to track, monitor and review student progress, and to allocate the A to E grades. Students participated in 'Mini-Lit', Best Start, Pat Maths and Pat Comprehension testing. Students had varied opportunities to engage in a range of learning experiences that selectively utilised ICT to improve outcomes. An audit identified programs and practices within the school to build resilience and enhance well-being. Executive staff engaged in learning for leadership, and considered school improvement tools. Parent participation in all aspects of the school was high. Participation in community events was high, including the Celtic Schools Community Transition Program. School needs were analysed in regards to staff learning in ICT and ICT provision. Teachers completed the professional learning eLearning modules for WHS, and the Disability Discrimination Act Training.

### **Priority Key Improvements for 2015**

2015 focuses on the continued provision of opportunities for educational experience that ensures student engagement so that each student fulfils their individual potential. The extension of the Diocesan Learning Enhancement Strategy supports this goal. The implementation of the new NSW Syllabuses for the Australian curriculum for Science and Mathematics are a focus, as is History. Using the Diocesan Strategic Intentions as a framework, and through appropriate use of resources, the school priorities are to: 1. provide professional learning in the context of collaborative learning communities that enable teachers to design quality experiences for students; 2. consolidate programs and practices to build resilience and enhance all aspects of well-being; and 3. use data to inform the learning process, and to set targets for achievement. The school aims to foster and nurture positive family-school partnerships that focus on individual outcomes, partnerships within and between schools, parishes, the Catholic Schools Office, the Diocese and the local community. Staff formation to further staff commitment to and participation in the evangelising mission of Catholic schools will be a priority.

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

### **Parent Satisfaction**

The opinions and ideas of parents are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. In particular, during 2014 an independent company was employed by the Diocese to conduct a comprehensive survey covering all aspects of school life. The survey covered the following areas of Leadership, General, Resources, Teaching and Learning, Improvement Processes and Catholic Ethos. Parents and students all completed surveys on their satisfaction regarding the school. Parents rated the school as excellent in all areas except School Improvement which was still rated highly as good. The school will make further efforts to publicise its improvement plan. The School Board and Parents and Friends Association also provide valuable feedback to the school.

### **Student Satisfaction**

The opinions and ideas of students are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from students. In particular, during 2014 an independent company was employed by the Diocese to conduct a comprehensive survey covering all aspects of school life. The survey covered the following areas of Leadership, General, Resources, Teaching and Learning, Improvement Processes and Catholic Ethos. Students completed surveys on their satisfaction regarding the school. Results of the survey for the overall satisfaction score for each of these groups was high. Students rated the school as excellent in the areas of Catholic Ethos, Teaching and Learning, General and Leadership. They rated the areas of Improvement Processes and Resources as very good, but students wanted more footballs and football posts. The Student Representative Council meet frequently and provided feedback to the school.

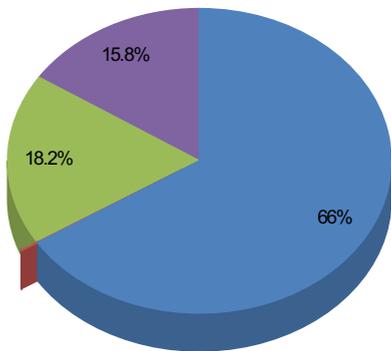
### **Teacher Satisfaction**

The opinions and ideas of teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from teachers, including staff meetings and anecdotal evidence. In particular, during 2014 an independent company was employed by the Diocese to conduct a comprehensive survey covering Annual School Report to the Community 2014

all aspects of school life. The survey covered the following areas of Leadership, General, Resources, Teaching and Learning, Improvement Processes and Catholic Ethos. Teachers completed surveys on their satisfaction regarding the school. Staff rated the school as excellent or good in all areas. Staff were involved in the formulation of the schools' strategic intent and annual plan.

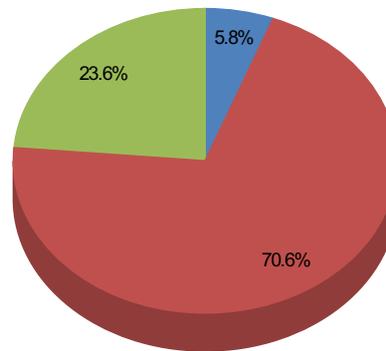
**SECTION ELEVEN: FINANCIAL STATEMENT**

**Income**



- Commonwealth Recurrent Grants (66%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.2%)
- Fees and Private Income (15.8%)
- Other Capital Income (0%)

**Expenditure**



- Capital Expenditure (5.8%)
- Salaries and Related Expenses (70.6%)
- Non-Salary Expenses (23.6%)

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2014 year is detailed below:

<b>RECURRENT and CAPITAL INCOME</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,625,197
Government Capital Grants <sup>2</sup>	\$934
State Recurrent Grants <sup>3</sup>	\$448,798
Fees and Private Income <sup>4</sup>	\$388,250
Other Capital Income <sup>5</sup>	\$0
<b>Total Income</b>	<b>\$2,456,694</b>

<b>RECURRENT and CAPITAL EXPENDITURE</b>	
Capital Expenditure <sup>6</sup>	\$130,767
Salaries and Related Expenses <sup>7</sup>	\$1,598,697
Non-Salary Expenses <sup>8</sup>	\$534,971
<b>Total Expenditure</b>	<b>\$2,264,435</b>

**Notes**

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.

3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

## **Enrolment Policy**

BISHOP'S COMMISSION FOR CATHOLIC SCHOOLS

### POLICY STATEMENT

ENROLMENT OF STUDENTS IN CATHOLIC SYSTEMIC SCHOOLS IN THE DIOCESE OF ARMIDALE

#### 1. RATIONALE

The Catholic Church teaches that the “task of imparting education belongs primarily to the family” and that parents “have a primary and inalienable duty and right in regard to the education of their children”. (Vatican Council II, Decree on Christian Education, nn 3 & 6) Furthermore, parents have the duty ‘to entrust their children to Catholic schools whenever this is possible’. (ibid, n.8)

1.1 This policy addresses the needs of families seeking a Catholic education.

Its primary focus is to provide guidelines for the enrolment of children from Catholic families. Catholic families are defined as:

Families in which at least one parent is a Catholic or in which the children to be enrolled have been baptised Catholics.

1.2 This policy seeks to establish consistency across the Diocese in enrolment practices.

1.3 This policy reflects and supports the Diocesan Mission and Vision Statement (1997-2001 Catholic Schools Office Diocese of Armidale): To provide quality education for students in the Catholic Tradition in partnership with rural communities, and the words of Bishop Kevin Manning in launching this statement “Catholic schools in the Armidale Diocese aim to educate, to build community and to serve and thus support parents who are the primary and principal educators of their children.”

#### 2. ESSENTIAL PROVISIONS

The following provisions are essential to the implementation of the policy:

2.1 Each school develops an enrolment policy which is consistent with the provisions of this and Annual School Report to the Community 2014

other Diocesan Policies and directives while being sensitive to local needs.

2.2 Each school establishes a school enrolment process.

2.2.1 This process encompasses the formulation, implementation and evaluation of the school's enrolment policy.

2.2.2 This process includes appropriate consultation between the Principal, the Parish Priest(s), the school board and relevant representatives of the community(ies) on which the school depends.

2.3 Each school will have an Application for Enrolment form as part of the school Enrolment Policy. See Appendix 2.

2.4 The school enrolment policy is available to all members of the parish and school communities and a copy is forwarded to the Diocesan Director of Schools.

2.5 All parents seeking to enrol children in Catholic schools are assisted to understand the ideals and principles upon which the Catholic School is based.

2.6 While children from all families who are prepared to support the ideals and principles of the Catholic school may be considered for enrolment, priority in enrolment is given in the following order, except in special circumstances: (See Bases of Discretion)

2.6.1 Children of Catholic families.

2.6.2 Non-Catholic children who have previously attended another Catholic school or whose parents, for religious reasons, wish them to have a Catholic education.

2.7 It is expected that children of Catholic families will normally make up at least 75% of the enrolment of the school. Permission to allow any significant departure from this norm must be sought from the Diocesan Director of Schools.

2.8 Enrolment age of children entering kindergarten must be in accordance with the directives in the CSO Administrative Handbook.

### 3. IDENTIFICATION OF EDUCATIONAL NEEDS

Prior to enrolment the educational needs of applicants will be identified. If the level of support

required is beyond the capacity/ability of the school to provide, the matter will be referred to the CSO to make a determination as to the ability of the Diocese to meet the needs of the applicant. Refer to Part A Handbook and Support Documents for Students with Special Needs, Diocese of Armidale.

#### 4. SPECIAL CONSIDERATION

Children of families who are suffering financial hardship and related inability (as opposed to unwillingness) to pay school fees fully or in part should not find this an obstacle to enrolment within the terms of the Policy: Diocesan School Fees.

#### 5. BASES OF DISCRETION

5.1 In relation to the implementation of the general and particular principles outlined in 2.2, consideration also may be given, as local needs require, for the following reasons:

5.1.1 family situations necessitating a pastoral approach or requiring the exercise of compassion,

5.1.2 parents' intention with regard to their own and their children's search for "education in the faith",

5.1.3 the enrolment of siblings of children already attending the school,

5.1.4 family circumstances involving relocation.

5.2 Full fee-paying overseas students may be enrolled in Catholic schools after the needs of local students who are eligible for enrolment have been met. Full fee paying overseas students are enrolled in accordance with the requirements of the Catholic Education Commission NSW, which are available from the Catholic Schools Office.

#### 6. APPEALS

Unsuccessful applicants will be notified and given reasons for the rejected application by the School Principal and advised that they may appeal to the Diocesan Director of Catholic Schools. (See Appendix 1 "Procedures for Appeal").