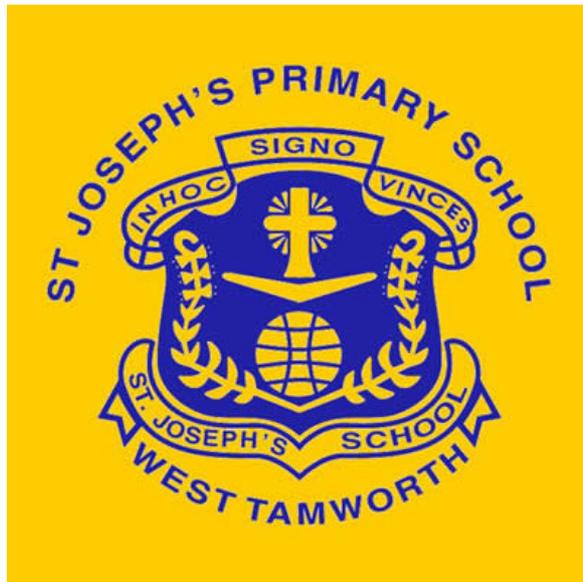


St Joseph's Primary TAMWORTH WEST
Annual School Report to the Community

2015



School Contact Details

PO Box 3682, TAMWORTH WEST 2340

principal@stjosephstamworth.catholic.edu.au

02 6765 4079

Principal

Mrs Louise O'Sullivan

ABOUT THIS REPORT

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

Students attending St Joseph's Primary School in Tamworth come from a variety of backgrounds. There has been steady growth in enrolment over the past five years. Additional to our full time teaching staff, extra personnel are engaged including a Learning Enhancement Project Officer, Student Support Teacher, Teacher Librarian, Educational Assistants, Aboriginal Education Assistant, MiniLit para-professionals, to provide teacher support and assist student learning, ICT Assistant and a specialist Music teacher. Other professionals were engaged to provide further expertise in PDHPE supporting staff in dance, gymnastics, tennis and taekwondo. Students have the opportunity to participate in activities including school choir, individual and group instruction in piano, violin, trumpet and guitar, lunch clubs - gardening, photography and chess, Eisteddfod and Brain Olympia.

St Joseph's is a family oriented school where strong ties with our families have been forged to create a partnership in the ongoing growth and development of each and every student. Parents assist in the school Canteen, Library and classrooms and organise social and fundraising events including our Christmas Fair.

Parent Body Message

The school has continued to promote a culture of parental involvement with student leadership and shared responsibility. Parents and friends are engaged in classrooms and canteen, volunteering for student banking and assisting with school social occasions. A variety of activities such as special feast days, Book Week, NAIDOC Week, Easter Hat Parade, celebrating Mother's and Father's Days as well as recognising the importance of the extended family through Grandparents Day and other social events strengthen links with the wider parish community and are planned annually. The students are encouraged to lead by example, to mentor and support the younger students. Expectations of the senior students are high and the experiences of leadership provided are well received giving every student opportunity to take on responsibility and leadership within our school community. The parents are invited to be more engaged in their child's learning. The use of technology to open lines of communication between classroom and home have been well received. Parents are essential to the success of our sporting activities at school coaching, managing and assisting with transport.

Student Body Message

Being elected Captain at St Joseph's is a privilege and the role is accepted with honour by Year 6 students. We participated in many activities during the year the first being the presentation of our Captain badges and travelling to Sydney to participate in the Halogen Leadership Day where we listened to presentations and participated in activities to explore models of leadership.

Throughout the year we represented our school at the ANZAC March and the Wreath Laying service. We assisted teachers, students and parents at the school Swimming and Athletics carnivals and the Cross Country. Our roles gave us responsibility for sport equipment and greeting the many visitors to our school as well as being buddies for younger students at the school.

We all thoroughly enjoyed our time as leaders at St Joseph's and learnt a lot in our roles which will guide us in our years at high school.

SECTION TWO: SCHOOL FEATURES

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

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

St Joseph's School was established by the Sisters of St Joseph in 1919. We have a strong tradition following in the footsteps of Saint Mary of the Cross MacKillop in building the foundations of community and a mutual love and respect of each individual.

The school has shown significant growth in recent years with single stream classes Kinder to Year 6.

Government Initiatives provided the school with the opportunity for installation of modern facilities with the latest technology. A further grant enabled the installation of solar panels for the school.

The grounds are excellent with playground equipment for primary and infant classes, a sandpit and green spaces for games. Seated areas under full shade provide a much needed respite from summer conditions.

Through the dedication and commitment of our professional staff the school has created a love of learning which is promoted across all areas of school life with students, staff and parents engaging in a life long process of education.

A trained music teacher is on staff providing weekly lessons to all classes as well as extra curricula opportunities for choir and performance within the local area.

Paraprofessionals assist in classrooms enabling individual learning programmes to be further developed. Learning initiatives are enhanced through special programmes such as MiniLit, Lunch Clubs and Library activities.

The Aboriginal Assistant is a valued member of staff and is integral to the organisation of school groups at community events celebrating the heritage of Aboriginal and Torres Strait Islander peoples. He is also part of the annual Wii Gaay - Clever Children - camp which involves identified students from our school and was an ambassador for the RUOK National initiative 2015.

Students are encouraged to participate in sporting events at school level. A significant number of students have gained selection to represent the school at Diocesan and State level. A number of

students have represented in their personal sporting choices - water polo, horse sports, gymnastics, physical culture and football.

School activities include dance, gymnastics, tae kwon do and tennis. Students participate in local community events including Eisteddfod, ANZAC Day and Remembrance ceremonies, Excursions to local places of interest are undertaken with Year 4 and 5 participating in a leadership development camp and Year 6 travelling to Sydney.

Competitions such as UNSW Assessments, Brain Olympia, Science and Engineering Challenge and community online challenges are popular with students each year. Some senior students were invited to have their written work published as part of a writing competition.

SECTION THREE: STUDENT PROFILE

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 2015:

Girls	Boys	LBOTE*	Total Students
92	80	27	172

* 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 2015 was 95.08%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	100.00%
Year 1	93.59%
Year 2	95.41%
Year 3	93.62%
Year 4	94.42%
Year 5	95.00%
Year 6	93.55%

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;
- 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.

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
13	12	25

* This number includes 8 full-time teachers and 5 part-time teachers.

Percentage of staff who are Indigenous	1%
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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 development days this year with areas of focus as follows:

Term 1	FIRST AID AND CPR COMPLIANCE Positive Behaviour For Learning
Term 2	Curriculum - Mathematics facilitated by Anita Chin
Term 3	Core Catholic Principles and Values facilitated by Rev Bishop Michael Kennedy
Term 4	NO staff day

Staff have undertaken e- learning modules for WHS Risk Management, Emergency Procedures, Training in Child Protection, Discrimination, Harassment and Bullying, Equal Employment Opportunity, Positive Behaviour for Learning and Creating an Environment for Learning and Social Interaction. English units K-6 were developed further. Google Apps in History and Geography specifically and the whole gamut of Google suite applications. MiniLit and MultiLit training for paraprofessionals.

All staff have annual training for Asthma Anaphylaxis, Epilepsy, Diabetes, Autism/ Aspergers and Active Supervision

Teacher Standards

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

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	100
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

St Joseph's Primary 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.

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Teachers programme their daily RE lessons using Diocesan based resources. Further resources to assist the staff and students in their RE lessons have been developed within the school by staff and parents. A Prayer scope and sequence is used to assist families formalise their personal prayer life and develop their own relationship with God.

The whole school celebrates Mass each Friday with families and parishioners with the school choir featuring to lead us in singing celebratory hymns.

The school week begins with a whole school assembly for prayer, the national anthem and student awards. Daily prayer is part of the school routine. Staff meetings and other gatherings begin with an acknowledgement of our faith and a prayer.

Sacramental programmes of Reconciliation, First Holy Communion and Confirmation are planned and presented through daily RE lessons at key times during the year. Parent nights are offered with the Parish Priest for key information about each sacrament.

Each class prepares for Mass doing the Readings, Prayers of Intercession and Offertory. Classes also have the opportunity to attend Reconciliation each term.

The Altar Serving group is made up of student volunteers who are rostered to serve each Friday and on weekends.

Staff attend twilight retreat and prayer opportunities and have one Pupil Free Day designated to RE per year. A Lenten Programme is offered for all staff and parents to attend in the parish.

The staff are regular attendees at weekend Mass participating in the liturgical life of the parish through choir, reading and assisting at parish events.

The Catholic Schools Office provides opportunity for all staff to attend Religious Education professional development for curriculum and personal prayer life. These are well attended by all

staff.

The school follows the Diocesan Charitable Works Policy with the students fundraising for events through the year. The various seasons of the church year are acknowledged and celebrated with students actively participating in fund raising for CARITAS and the Children's Mission. St Vincent de Paul Appeals are held during Winter and Christmas. The Feast of the Sacred Heart is celebrated as a "Poor Man's 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

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Our School's average result (as a mark out of 50)	
Year 6	30.40

SECTION SIX: CURRICULUM

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.

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The staff at St Joseph's are well qualified and present learning opportunities to suit the various learning styles of the students. Staff are lifelong learners participating in professional development and further training to maintain competency standards as outlined in the Professional Practise Domain of the Australian Professional Standards for Teachers. School improvements for student learning have been trialled and implemented.

A Literacy Enhancement Project Teacher is engaged to drive implementation of specific programmes and teaching strategies in the school. These initiatives enhanced teaching and learning for identified and targeted students.

The Best Start programme for Kindergarten and Year 1 students informs learning into Year 2 for some students. The MiniLi programme targets specific students in Literacy and has been a successful addition to student learning activities.

Year 3 and Year 5 students participated in the NAPLAN and Year 6 students completed the Year 6 Religious Education test. Further ACER online assessments were utilised to identify student skills and knowledge with data being used for whole school planning.

Professionals from the Education arena as well as Catholic Schools staff collaborated with staff to assist with planning and implementing teaching programmes. Professional Development was continued throughout the year to reinforce the key messages and content of the new curriculum introduced.

The Student Support Teacher assisted staff in meeting specific needs of students identified with disabilities. All staff work together to provide support to students and their families to engage students in their learning and inform parents of student progress. Paraprofessionals provide extra support to students and assist teachers in implementing the curriculum for access for all students. Social programmes are implemented to assist students in their school life to promote independent learning and to maximise opportunities for learning. ICT is used in all classes to support student learning.

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

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 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	38.00%	48.20%	27.00%	11.00%
	Writing	19.00%	46.80%	4.00%	7.40%
	Spelling	31.00%	41.10%	19.00%	14.50%
	Grammar	31.00%	51.80%	15.00%	10.70%
	Numeracy	15.00%	33.60%	27.00%	15.20%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	37.00%	33.40%	37.00%	18.20%
	Writing	5.00%	19.10%	5.00%	17.50%
	Spelling	26.00%	32.60%	21.00%	15.30%
	Grammar	32.00%	36.20%	16.00%	16.20%
	Numeracy	26.00%	27.50%	16.00%	15.80%

Student Welfare Policy

St Joseph's School provides a safe and supportive environment for students, staff and the general school community with policies and procedures in place to ensure that requirements are met. The school is working towards best practice in this area.

The Student Support and Wellbeing Consultant works closely with our school Student Support Teacher and staff to facilitate discussion on behaviour education. In particular where students are identified as being of particular need, staff are made aware of individual needs and assistance is provided to assist in social situations as well as academic learning

Policies and procedures are in place to ensure that the school meets employment screening and notification requirements and that provisions of the child Protection Working With Children Act 2012 are enacted. All staff are mandatory reporters and understand their obligations and the process that the school has in place in relation to mandatory reporting.

The secure playground provides equipment for the children during playtime and school hours.

The school is a registered Sun Safe School and has made significant changes to break times and to ensure children have shade during play.

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.

St Joseph's School has adopted the Catholic Schools Office Operational Policies with regards discipline in the school, including Guidelines for Procedures for Students with Challenging Behaviours and Education Act 5A, the Student Anti Bullying Policy and Discrimination, Harassment and Bullying policies.

At St Joseph's School we have a whole school document clearly identifying how our school provides an engaging learning environment where students are encouraged to be independent, take responsibility for their actions and learning, and uphold the family as the core group of

living and learning. The Core Catholic Principles and Values are in key learning areas. Within our community the dignity of each person is respected. The values of the Catholic faith are important in supporting the development of our students in building a faith filled community.

The school Discipline Policy features a pyramid of Respect developed to demonstrate the value we put to self respect, respect of peers and others and respect of the environment. This is an ongoing process as the school continues the rapid growth presently being experienced. Staff, students and parents are involved in this ongoing process.

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

students and parents within our school community. The school has developed Positive Behaviour processes and procedures based on RESPECT. There are specific lessons targeting areas of the school and expectations of student behaviour at all times. A school video has been produced as have take home materials for students and parents such as fridge magnets. New school awards have been designed for use at our weekly school assemblies.

Staff are lifelong learners promoting and modelling learning to students and the wider school community as a means to positive self-esteem and wellbeing. Students are engaged in wellbeing and support programmes within their school day e.g. Bullying, Friendship, Cyber Safety.

Parents are encouraged to participate in family activities and programmes that promote positive relationships and partnerships between school, home and the wider community.

SECTION NINE: SCHOOL REVIEW AND IMPROVEMENT

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 Catholic School's Office Annual Improvement Plan. 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 2015

Whole school planning and assessment is a key to further developing partnerships across the school and with other learning communities. This collaboration allows for capacity building of staff and students.

Staff have worked collaboratively to improve teaching and learning K-6 and will continue to do so through personal learning plans and identified professional development to continue life long learning in all things at St Joseph's.

Interagency collaboration allows for information gathering and sharing that incorporates social and professional interaction and cultivates an awareness of and nurtures links with community.

Implementation of ICT across all stages has allowed teachers to further develop individualised learning for students.

Increased number of devices and professional development for staff using the Google suite of applications has empowered staff and students and enhanced communication in the school.

Literacy data has shown improvement in skills, knowledge and understanding of students across all grades. The MiniLit and MultiLit strategies implemented in 2015 have catered for individual student needs allowing for small group and 1:1 instruction in Literacy.

Priority Key Improvements for 2016

In 2016 data will be further analysed to assess student achievement. The Diocesan Learning Enhancement Strategy will be further developed to target students who are not meeting required benchmarks in Literacy and Numeracy. Improvement in student understanding of the key elements of the Catholic faith will be pursued. Further understanding of the Core

Catholic Principles and Values will be explored.

The History and Geography components of the Australian Curriculum will be introduced and units of work developed to allow for student interaction with direct access to material sources for research projects.

ICT will be further enhanced with chrome books for each student in Stage 3 and availability of chrome books, laptops and iPads for all other students for daily use to engage student learning at each level.

Communication processes will be improved with the introduction of the Google suit of applications for staff and students as well as parent interaction through these applications and the school website.

Planning and programming through effective collaboration between teachers and students will strengthen learning and teaching practises throughout the school.

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

Parents are well satisfied with our school. Comments for improvement have been further discussed and improvements noted for future agenda items to be addressed including classroom improvements and shade for the playground.

Student Satisfaction

Students in Year 4 and Year 6 are surveyed annually to provide their thoughts and opinions about the school. Catholic Ethos, Leadership, Resources, Teaching and Learning and Improvement processes were commented upon.

Overall students are well satisfied with their school and their learning. Students identified partnerships, friendly staff and variety of activities as important to them. The various school programmes including Sport and Creative Arts especially music were noted. ICT resources and their availability to students during class and break times were well received. Leadership in the school is seen as a positive across the school incorporating student and staff leadership.

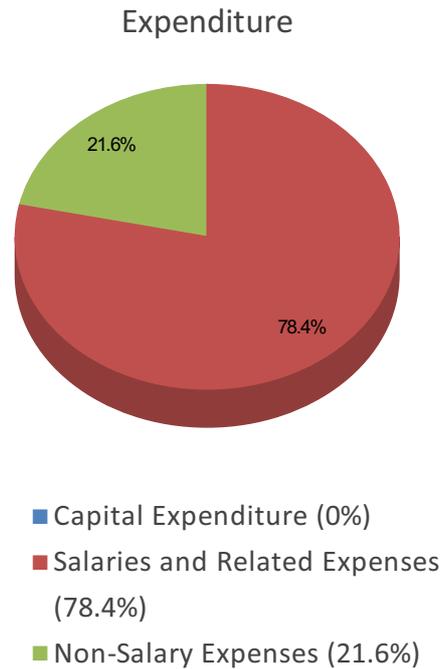
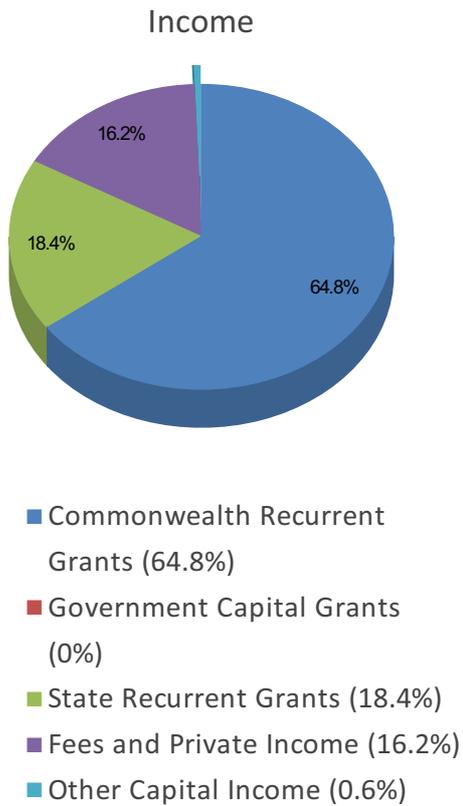
Regular canteen facilities was an added bonus for students.

Student identified improvements included further development in ICT infrastructure.

Teacher Satisfaction

The teacher satisfaction survey summary results provided excellent responses in all areas. Staff feel appreciated by the school community and work together to form a close knit cohesive group who support each other in their professional learning and teaching. Staff are encouraged and supported in their professional growth and achievement of personal goals. Improvements for the school to work towards were noted and included consistency across all areas of the school, continued high expectations of staff, parents and student improvements to teaching and learning spaces.

SECTION ELEVEN: FINANCIAL STATEMENT



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 2015 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$1,437,926
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$407,508
Fees and Private Income ⁴	\$358,885
Other Capital Income ⁵	\$13,670
Total Income	\$2,217,989

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$273
Salaries and Related Expenses ⁷	\$1,620,475
Non-Salary Expenses ⁸	\$447,503
Total Expenditure	\$2,068,251

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

This school does not have any enrolment policies or support documents in addition to the Bishop's Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the Armidale Catholic Schools Office website at; <http://www.arm.catholic.edu.au> .