

St Michael's Primary MANILLA  
Annual School Report to the Community

2014



**School Contact Details**

PO Box 160, MANILLA 2346

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

<http://www.stmichaelsmanilla.nsw.edu.au>

02 6785 1757

**Principal**

Mrs Karen Keys

---

## ABOUT THIS REPORT

---

St Michael'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 Michael's Catholic Primary is a Kinder to Year 6 Catholic school educating future Australians. Within a supportive environment we inspire, affirm and challenge our students to be their best. Our school prides itself on "Letting your light Shine" our school motto. The school achieves its mission by engaging all members of our community in the education of our students. This annual report provides a brief outline of our achievements and successes in 2014 and was written by representatives of all sections of our community; staff, parents and students.

### **Parent Body Message**

2014 was another positive year for St Michael's School. The outstanding commitment and attitude of our principal and teaching staff throughout the year proved again to be a draw card in promoting our school and was reflected with strong enrolment numbers for 2015. The ever present smiles and happy faces were again evident showing that our school is a harmonious place. The school building continued to improve in looks with our modern administration building and library being complemented with new windows on the northern face of the classroom structure. With further replacement windows planned for the classrooms the students will benefit from these modern, up to current standard improvements. A planned paved reflection area with memorial garden will further enhance the school. I would like to commend the cooperation shown between the School and Parish and the way the school hosts functions so enthusiastically and inclusively. Thank you to our Priest Fr Melville for his ongoing interest, sacramental administration and spiritual guidance. We are in a strong position as we head into 2015 and my hope is that we see yet another successful year. My gratitude to all at St Michael's School.

### **Student Body Message**

It has been another tremendous year as the school continued to encourage all its students to let their light shine as it is the school motto. The school had a full calendar all year round with many community and school events such as ANZAC day, Born to Read, community Carols at the pool, the CWA competition and many more. St Michael's participated in the ANZAC day march with over three quarters of the school this year, this shows how much the students at St Michael's respect the ANZACs for what they did. St Michael's Music Coordinator Mrs Cathy Shepherd worked very hard over the year with all classes teaching them several new patterns, songs and rhythms. Every year St Michael's has three carnivals the swimming carnival, the athletics carnival and the cross country, this year all students put in that little bit extra to help their team win. St Michael's students represented not only the school but themselves in a wide

variety of events such as equine events, rugby league, netball, soccer, chess and Catholic Schools Celebrate. The teachers have been marvellous this year in helping and supporting the students and giving us a memorable year.

---

## SECTION TWO: SCHOOL FEATURES

---

St Michael's Primary is a Catholic systemic Co-educational School located in MANILLA.

St Michael's Primary School nurtures the spiritual, intellectual, emotional, social and physical growth of the children in our care. St Michael's school achieves its motto 'Let Your Light Shine', by challenging each child to share all their talents and reach their potential. We offer a learning environment where Gospel values are promoted through the teaching and modelling of Catholic Traditions. We have a vibrant parent involvement that works collaboratively with the staff to build strong links between the home, school and parish. Upon this is a dynamic and student-centred curriculum that reflects current educational thinking and the implementation of the new Australian Curriculum. Planning and evaluating the curriculum is an ongoing process to ensure all students are not only taught, but learn. The school's curriculum, has a strong focus on literacy and numeracy. We value diversity and strive to develop the potential of each person. St Michael's strives to ensure a well-resourced and innovative approach to learning technologies, leading students to develop and use their talents and become lifelong learners who contribute positively to an inclusive, tolerant society.

St Michael's Primary school is a Parish school located in the small rural town of Manilla with a population of 3300. St Michael's school was originally opened in 1904 by the Sisters of St Joseph. Father Bernie Melville is the longest serving Parish Priest of this Diocese having come to St Michael's in May 1975. The student enrolment at St Michael's was 89 for 2014.

St Michael's is a dynamic campus with five classrooms and a computer lab. The addition of a new library, administration block and canteen completed in 2012 has made St Michael's a 21st century learning community. All classes are small and provide students with a variety of learning experiences. A specialist Music teacher provides music lessons for each class once a week. Improvements in ICT – wireless arrays, 30 iPads, 18 laptops and interactive whiteboards provide each child with a modern learning experience.

Two Teacher's Aides work with a variety of students in the areas of Literacy and Numeracy to improve learning outcomes.

St Michael's participates in a wide variety of community events such as ANZAC day ceremonies, combined churches activities, eisteddfods, hospital and residential visits. It also has association with community groups such as CWA, Lions. Student welfare and pastoral care programs operate within a Christian framework and include activities which support positive behaviours and student leadership.

---

## 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 2014:

Girls	Boys	LBOTE*	Total Students
43	44	3	87

\* 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 93.88%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	93.30%
Year 1	94.64%
Year 2	91.50%
Year 3	93.41%
Year 4	93.60%
Year 5	96.71%
Year 6	93.99%

## **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.

---

## SECTION FOUR: STAFFING PROFILE

---

The following information describes the staffing profile for 2014:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
7	4	11

\* This number includes 3 full-time teachers and 4 part-time teachers.

Percentage of staff who are Indigenous	12%
--	-----

### 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:

<b>Term 1</b>	English NSW Syllabus Modules, BART - Behavioral Analysis Report Tracking
<b>Term 2</b>	n/a
<b>Term 3</b>	Religion Assessment / Emmaus Journey
<b>Term 4</b>	Non Violent Crisis Intervention / CPR / NSW Science Syllabus Modules

Other Professional Learning for 2014 includes;

- MiniLit Training
- Reflection & Retreat Day
- REC Days
- Principals Conference
- Administration & Secretarial Workshops
- Additional Needs Teachers Days
- First Aid
- Religious Education Assessment Day
- RE Story Telling
- Autism Workshop

- WHS - 1 per term
- Child Protection - 2 per term
- Comprehension Skills/ PM Benchmarking

### **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.	7
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

---

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.

Students attend mass weekly. The children are actively involved in the mass through altar serving and reading. Parents are always welcome to attend mass with the school. We celebrated the beginning of the year with an Opening Mass and events such as Grandparents, Father's and Mother's Day always include a mass. Class liturgies were held during each term and were well attended by parents.

This year we had eleven students who received the sacrament of Confirmation. The church was full to the brim. Afterwards a celebration morning tea was highly attended.

On the first Sunday of the month a cup of tea after the 9.30am mass is offered to parishioners and children. This is a wonderful opportunity for people to meet.

We strive to reach all through prayer on a variety of levels. The School Morning Prayer, is a daily priority and once each fortnight, parents are invited to share school prayer with the school at the opening of each Assembly. Staff, students and parents attend Mass weekly. On the third Sunday of the month, there is a Parish Morning Tea held after mass in the School Staffroom.

The Principal is a member of the Parish Organisation Committee which meets on the first Sunday of every month. St Michael's School shares a close bond with the Parish community, who take great interest in the students and happenings at the school. Parents, parishioners and staff are invited to special events held throughout the year such as the Combined Churches of Manilla's Prayer nights.

Students who have made their Reconciliation attend on the first Monday each month. The staff at St Michael's participated in a day of reflection led by Catholic School Office staff during Lent. This day of reflection enabled the staff to take time to think about their faith.

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	33.75

---

## 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.

St Michael's strives to ensure a well-resourced and innovative approach to learning technologies leading students to develop and use their talents and become lifelong learners. Staff participate in a wide variety of Professional Development to ensure that best practice is maintained and St Michael's School offers a quality education to the students that they teach. Student assessment is undertaken throughout the year. A Preliminary report is received in Term 1 commenting on social and work habits. A formal report is delivered in Terms 2 and 4.

Aboriginal Perspective, Differentiation of Learning and E Learning are all embedded in all Key Learning Areas. Students with additional needs are catered for through programs such as MiniLit for students in need of more assistance.

St Michael's children are offered a wide variety of Cultural and Sporting opportunities from class performances and Chess Tournaments, to representation in all sports at school, Diocesan, Polding and State levels.

St Michael's offers a dynamic Music program with all students in Kinder to Year 6 receiving a Music lesson by a specialised teacher. Students have performed at the local nursing home and the CWA. Students are given the opportunity to participate in many of the ICAS tests and several credits were awarded in 2014.

St Michael's School may be small in number but there is nothing small about what it has to offer. St Michael's prides itself on dedicated teachers, innovative learning, quality education and offering a wide variety of opportunities across the cultural, education and sporting realm.

---

**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 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>	46.00%	46.20%	15.00%	13.10%
	<b>Writing</b>	31.00%	39.10%	0.00%	11.20%
	<b>Spelling</b>	23.00%	43.70%	38.00%	14.80%
	<b>Grammar</b>	62.00%	49.90%	15.00%	11.90%
	<b>Numeracy</b>	46.00%	36.20%	15.00%	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>	11.00%	34.50%	33.00%	16.30%
	<b>Writing</b>	0.00%	15.50%	11.00%	21.40%
	<b>Spelling</b>	22.00%	33.60%	22.00%	16.40%
	<b>Grammar</b>	22.00%	36.60%	22.00%	16.10%
	<b>Numeracy</b>	0.00%	25.90%	11.00%	18.10%

### **Student Welfare Policy**

No changes were made to this policy this year.

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.

BART - Behaviour and Analysis Tool was introduced to the school tracking affirmation and incidents across all the school.

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**

St Michael's prides itself on its warm and welcoming environment. It encourages all members of the community to develop self discipline and a sense of worth, respect the rights of others and to be responsible for their own actions. It is based on a proactive and positive approach to pastoral care and allows for restorative practices to support relationships. We have an open door policy where parents and the broader community are invited to share in our learning. We have a peer support program where senior students 'buddy' Kindergarten or new to other grade students to aid in their transition into primary school. This has been a very effective program with parents of new students. We promote a zero tolerance towards bullying and harassment and our Behaviour Management Policy reflects restorative justice strategies with a 'three step strategy' implemented within the school. St Michael's has a Merit System of three levels - Bronze, Silver & Gold- which rewards excellence in behaviour. The Pastoral Care of families in crisis is strong at St Michael's. Close liaison with the Parish enables tremendous support for families in need.

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**

Key improvements achieved for 2014;

- Implemented MiniLit to lift results for identified students.
- Increased on-site professional development opportunities with a focus on classroom practice and curriculum knowledge and ICT.
  
- Whole school focus on numeracy / Anita Chin modules.
  
- Parent courses in the areas of Literacy and Numeracy.
  
- Mission Statement revised.
  
- Data based research to drive developmental continuum for each student

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

Our priorities are based on increasing and developing student engagement and challenge. In our analysis of NAPLAN results for Years 3 & 5 we have nominated to focus on spelling and writing. We will continue our very successful work in Numeracy fully implementing the plans and policies developed this year.

Assessment will also continue to be an integral part of our planning with the full implementation of our individual student tracking. We will continue our focus of using all data about student learning to improve student outcomes.

As we implement the new NSW syllabus of Science various workshops and professional development opportunities will be commenced over the year for teachers, students and parents.

Implementing initiatives for the continued faith formation and sustenance of staff and students

will also be an area of development.

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**

In 2014 the school participated in online surveys for the fourth time. St Michael's Primary School recorded an overall satisfaction score of 81% (4.04 out of 5).

Survey responses were received from 26 out of a total of 44 eligible respondents. This equates to a response rate of 59.1%.

St Michael's Primary School provides educational services to students from 38 families.

- Best practice areas include: Resources, Leadership, Teaching and Learning, Improvement Processes.
- Good areas include: Catholic Ethos.

Stakeholders were extremely satisfied with all aspects of school life surveyed. This important feedback helps give direction for the School Leadership Team and the School Board to further develop and improve our school.

### **Student Satisfaction**

Survey responses were received from 34 out of a total of 37 eligible respondents in Year 4 - 6. This equates to a response rate of 91.9%. St Michael's Primary School students recorded an overall satisfaction score of 89% (4.45 out of 5).

Students indicated;

- Best practice areas include: Catholic Ethos, Leadership, Improvement Processes, Teaching and Learning, Resources.

### **Teacher Satisfaction**

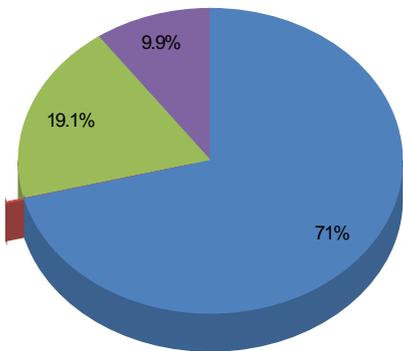
Survey responses were received from 4 out of a total of 7 eligible respondents. This equates to a response rate of 57%.

St Michael's Primary School staff indicated an overall satisfaction score of 98% (4.89 out of 5).

Best practice areas include: Improvement Processes, Staff Engagement, Resources, Leadership, Catholic Ethos.

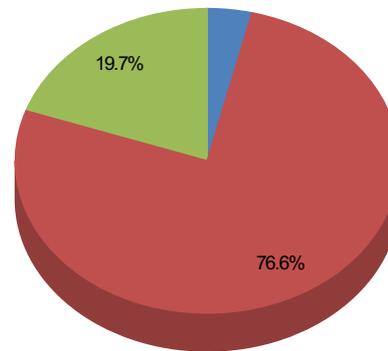
**SECTION ELEVEN: FINANCIAL STATEMENT**

**Income**



- Commonwealth Recurrent Grants (71%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.1%)
- Fees and Private Income (9.9%)
- Other Capital Income (0%)

**Expenditure**



- Capital Expenditure (3.8%)
- Salaries and Related Expenses (76.6%)
- Non-Salary Expenses (19.7%)

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>	\$759,256
Government Capital Grants <sup>2</sup>	\$385
State Recurrent Grants <sup>3</sup>	\$204,127
Fees and Private Income <sup>4</sup>	\$105,887
Other Capital Income <sup>5</sup>	\$0
<b>Total Income</b>	<b>\$1,069,655</b>

<b>RECURRENT and CAPITAL EXPENDITURE</b>	
Capital Expenditure <sup>6</sup>	\$37,793
Salaries and Related Expenses <sup>7</sup>	\$768,685
Non-Salary Expenses <sup>8</sup>	\$197,468
<b>Total Expenditure</b>	<b>\$1,003,946</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

*St Michael's Primary School Manilla* Enrolment POLICY

#### PURPOSE

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 11, Decree on Christian Education, section 3 & 6) Furthermore, parents have the duty “to entrust their children to Catholic schools whenever this is possible”. (ibid, n.8)

St Michael's offers schooling for students in the Catholic tradition from Kindergarten to Year 6.

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

It's primary focus is to provide guidelines for the enrolment, where possible, 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.*

- This policy seeks to establish consistency in enrolment practices within the school.
- This policy reflects and supports the Armidale Diocesan Mission and Vision statement;
- “to provide quality education for students in the Catholic Tradition in partnership with rural communities”.

“to educate, to build community and to serve and thus support parents who are the primary and principal educators of their children”.

#### POLICY FRAMEWORK AND CONTENT

Parents seeking enrolment for their child (ren) do so first by making application to the Principal. This involves completing and returning an enrolment form to the school office for each individual child.

The application process includes students and parents. They must attend an interview with either the Principal or a delegate prior to enrolment, before the application is accepted. It needs to be understood that an application for enrolment is not a guarantee of enrolment. It is not the first step in a process that will inevitably lead to enrolment. It is a request for consideration for enrolment. Any previous school reports will have a bearing on the outcome of the interview.

During the interview parents will be asked why they are seeking enrolment and how best the home and school can work together in achieving a productive and supportive learning environment.

Secondary students are asked to contribute to the discussion. The school handbook should be referred to prior to interview by enrolling families.

All stated documents are required to support the application for enrolment. Originals must be sighted by the school.

Both parents are requested to sign the enrolment form, unless court orders state otherwise. Where present, a copy of current court orders is required by the school.

Application for enrolment of your child means that you are choosing a Catholic education for your child. It implies a commitment to support the faith practice and aims of the school, and a willingness to co-operate in their implementation. Specifically it means:

- Religious Education is a core subject
- Practice of the Catholic Faith and Parish involvement are emphasised
- Academic achievement and the acquisition of skills are developed within a Catholic framework
- Appropriate participation in the academic and the spiritual life of the school is presumed.

Your child is expected to adhere to the school's standards for:

- Behaviour, dress and self-discipline
- Application to course work and study
- Compulsory participation in school activities, especially Religious Education days, Sports Carnivals and excursions and camps.
- Respect for people and property
- Observance of school regulations
- Participation in faith practice and worship.

#### PRINCIPLES FOR DETERMINING ACCEPTANCE

While children from all families who are prepared to support the ideals and principles of the Catholic school are eligible for enrolment, priority in enrolment is given in the following order, except in special circumstances as determined by the Principal:

Children of Catholic families

Children of existing families

Families who will support the aims and practices of the school

Non Catholic children:

Who have previously attended another Catholic school

Whose parents, for religious reasons, wish them to have a Catholic education

Children of families with other religious convictions

The Principal may use discretion in offering/not offering enrolment to families particularly in pastoral cases or after discussion with the Parish Priest.

Enrolment age of children entering kindergarten must be in accordance with the directives in the CSO administrative handbook. The Enrolment Flowchart is followed at all times whilst the enrolment procedure is being undertaken. CSO Intranet policy Enrolment is consulted at all times.

Unsuccessful applicants may be placed on a waiting list for enrolment.

#### SCHOOL FEES

While remaining always sensitive to the needs of families in difficult and traumatic situations, the school has significant expenses and debt for the maintenance and provision of the outstanding facilities that have been provided over many years.

Provision exists for extensions of time for payment or some consideration of amounts, but only when the Principal is accorded the courtesy of immediate contact, for parents to explain circumstances and to make alternative arrangements.

Compassion for, and support of families in special circumstances will always be a priority.

The school is therefore essentially a user-pays organisation and full fees are expected from all who seek enrolment.

School fees are set out each year detailing tuition, resources, insurance, excursions and other costs as determined by the School. The school expects that fees are paid promptly either at the time of acceptance in the school or at the time of receipt of the account.

It is unreasonable and unjust to other families, however, to ignore fee accounts or to fail to contact the School promptly when problems affecting payment may arise. Debt collection processes will be initiated when necessary in accordance with the Diocesan Fee 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 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”).