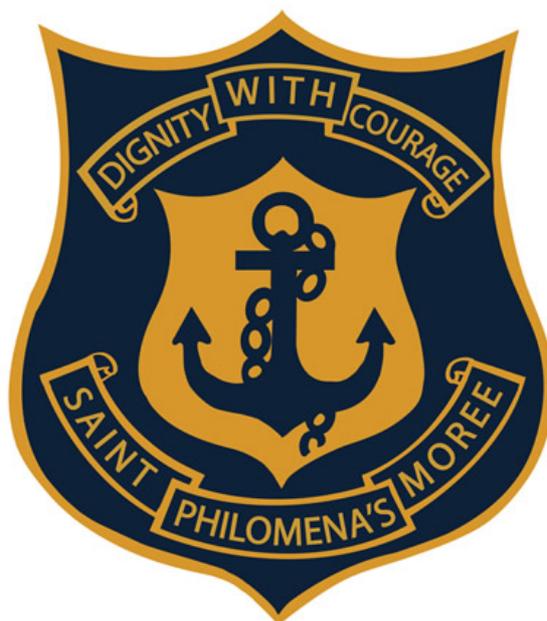


St Philomena's School MOREE
Annual School Report to the Community

2014



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Principal

Mrs Karen Jagers

ABOUT THIS REPORT

St Philomena's School 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

Since 1898, St Philomena's School has provided an opportunity for parents in the Moree area to have their children educated in the context of Catholic traditions.

21st century Catholic Schools are called to be different; existing to be more than just an institution of quality education. We have the additional and distinct role of changing minds and hearts, educating about the promotion of the human person. Catholic Schools are "dealers in hope"; a hope that our work with young minds and hearts helps to build spiritual capital, so that our students will be positive influences in their relationships and engagement with society- their future. This challenge is who we are and why St Philomena's School exists. We want to be different and we want to make a difference.

The Mission Statement of St Philomena's School is to provide students with a Catholic Education in a caring, disciplined environment where striving for excellence and respect for others are promoted.

The school community thanks you for taking an interest in this Annual School Report which provides parents and the wider school community with fair, reliable and objective information about school.

Parent Body Message

Positive partnerships between stakeholders involved in the school continued to be enjoyed. The Parents and Friends Association and School Board remain strong links in this partnership. The Parents and Friends Association has earnestly continued to build community through its social events, has provided opportunities for parents to support one another in the education of their children by sharing of ideas and has worked tirelessly with fundraising activities. The School Board has been fully engaged as an advisory group to the Principal and Parish Priest. In 2014 the School Board Building Committee has been actively involved in the current school building/refurbishment project to create a new 21 century library in the existing cluster area and contemporary learning spaces in the current library area. This is an exciting time and a significant component to the improvement to the school's physical plant. With a major financial investment by the school in this building project, the School Board Finance Committee is an important group offering fiscal advice. The school community looks forward to the completion of the building project in June 2015.

Student Body Message

The Prefect Body is comprised of eight students; two School Captains from each of the primary and secondary departments and two Prefects from each of the primary and secondary departments. Impact Leadership Workshops were valuable tools for leaders and aspiring leaders. Leaders attended Impact Leadership Workshops and rated the events highly. The Prefect Body both represents and assists where needed. In 2014, the Prefect Body was called on frequently and in many different ways. When needed, assistance was provided in the canteen serving, planning and helping at discos, assisting at Grandparent's Day, St Philomena's Open Day, Spring Fair, school assemblies, representing the school at ANZAC Day and Legacy Badge Selling Day, St Vincent de Paul fundraising and special assemblies and Masses including Remembrance Day, NAIDOC Week and Thanksgiving Mass. While St Philomena's School has a specific Prefect Body, leadership opportunities exist in other diverse ways. Examples of these are library monitors, sporting house captains, leaders of social justice activities and peer support opportunities.

SECTION TWO: SCHOOL FEATURES

St Philomena's School is a Catholic systemic Co-educational School located in MOREE.

Located in the agricultural shire of Moree, St Philomena's School is a coeducational Catholic school offering a K-10 education span. The school was founded in 1898 by the Sisters of Mercy and is part of the St Francis Xavier's Parish. St Philomena's School recognises the importance and value of family. It invites parents to share an active involvement in the life of our school and offers a variety of opportunities for parent participation, including attendance at parent forums and information meetings. We believe that this enhances each child's education through strong home school relationships. Our school is a place of welcome, involvement and belonging where a strong emphasis is placed upon pastoral care for all members of the community and leadership opportunities are fostered. St Philomena's School functions as one school, with primary and secondary sections working closely together to build the community's mission and goals. A policy of inclusion is promoted, assuring that the educational needs of the students are addressed by our dedicated staff. Within a caring learning environment, characterised by strong parental involvement, devoted and experienced staff provide firm foundations in literacy and numeracy and seek to inspire a lifelong love of learning. An ongoing commitment to teacher professional development fosters innovative teaching practice that addresses student learning needs. We value the importance of daily literacy and numeracy blocks in prime learning time and the development of critical thinking skills, with an independent approach to learning emphasised in both the primary and secondary departments. Inclass support strategies assist students with special learning needs and opportunities for extension are also built into the curriculum. There is a strong sense of community at St Philomena's School. With a dedicated staff, an active Parents and Friends Association and a progressive School Board, the school is part of a vibrant and supportive parish. We warmly welcome enquiries and visits from all prospective families seeking a Catholic education to see our school for themselves. In October 2014, work commenced on the building/refurbishment project to create a new 21 century library in the existing cluster area and contemporary learning spaces in the current library area. This opportunity has been made possible through an Australian Government Capital Grant, allocated through the NSW Catholic Block Grant Authority (CGBA), Diocesan Capital Support Program and school contribution. The school community looks forward to the completion of this project in June 2015.

SECTION THREE: STUDENT PROFILE

Student Enrolment

The School caters for students in Kindergarten to Year 10. Students attending this School come from a variety of backgrounds. The following information describes the student profile for 2014:

Girls	Boys	LBOTE*	Total Students
237	220	15	457

* 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 92.54%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	94.07%
Year 1	93.08%
Year 2	94.52%
Year 3	93.15%
Year 4	94.61%
Year 5	92.49%
Year 6	94.13%
Year 7	91.55%
Year 8	91.11%
Year 9	91.05%
Year 10	88.14%

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.

Student Post School Destinations

Each year the school collects destination data relating to the Year 10 student cohort.

The 2014 Year 10 cohort commenced with 29 students, with a final enrolment of 26. At the conclusion of the school year, while subject to change, school knowledge was that one student was commencing full time work while one other was undertaking studies as a full time student at Moree TAFE. Remaining students were continuing their formal school education. Most students enrolled locally at Moree Secondary College for 2015. Two students were combining either a school based traineeship or apprenticeship with their Year 11 studies. Four students have enrolled at locations other than Moree.

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2014:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
31	20	51

* This number includes 23 full-time teachers and 8 part-time teachers.

Percentage of staff who are Indigenous	9.8%
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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	BART (Behaviour Analysis and Reporting Tool) Training involving teaching staff. Participants learnt about the tool and how implementation would assist the tracking of student welfare in the school.
Term 2	Religious Education day involving all staff. Group participation in prayer and reflection time. Additionally, the school investigated and set in place realistic and sustainable systems, plans and inter-parish connections to sustain and grow the sense of belonging to the Church beyond our local parish.
Term 3	Pedagogy Consistency and Practice #1 involved teaching staff. Workshops examined student needs and consistent approaches to pedagogy across the school and departments and incorporation across the school curriculum.
Term 4	Two days of workshops in Term 4. First Aid Training: completion of full comprehensive course involving all staff to support the school's obligation for safety and welfare of students and staff. Pedagogy Consistency and Practice #2. Continuation of Pedagogy Consistency and Practice #1.

St Philomena's School recognises that professional learning is important and integral to the roles

of all staff who work in the school. Throughout the course of 2014, both teaching and non teaching staff participated in professional learning opportunities extended by the CSO and other other providers, specific to their roles. To assist look their own personal well being and that of students, all staff undertook the completion of work health and safety e-modules.

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.	31
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

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 Philomena's School enjoys a very positive relationship with the Parish of St Francis Xavier with regular and informal visits from our priests. The secondary Religious Education curriculum follows the "Faithful to God Faithful to People" Program while the primary religious curriculum follows the "Celebrating Our Journey" Program. The school plans at both a yearly and a strategic level to emphasise the importance of the religious character of the school, to celebrate by Mass or Liturgy feast days and solemnities of the church's year; in addition to cultural, family, community and school related significant occasions. Retreat experiences were offered to all staff. Students in Years 3, 6 and 10 participated in specific retreats to recognise the particular points in their educational and religious journeys. Spiritual formation was extended to students in Years 7-10 via a school St Vincent de Paul Chapter and a St Vincent de Paul Youth Leadership Camp. Primary students had the opportunity to be involved a local Minni Vinnies and Junior Josephite Chapter. Prayer was part of assemblies and meetings. Classroom prayer formed part of the ritual of each day. Parish based Sacramental Programs for First Eucharist and First Reconciliation (Year 3) and Confirmation (Year 6) saw the school and parish work closely together. The Religious Education day catered for all staff focusing on furthering our mission and evangelisation within the school. Some staff members and students are active participants in the St Francis Xavier Parish taking on the roles of Readers, Eucharistic Ministers and Altar Servers. The school newsletter was available in the school foyer. The newsletter promoted parish events and the parish bulletin promoted school events. Members of the parish community actively supported the activities of the school. The strong relationship St Philomena's School has with the local St Vincent de Paul (SVDP) Chapter is a significant parish link. The school actively promotes principles of social justice whenever it is possible. In support of SVDP, the school community raised \$1254.81 for the local branch. A large volume of canned foods was donated to support the Winter Appeal. A small group of students and staff assisted senior SVDP members to assemble and distribute winter food hampers. Activities for Catholic Missions produced \$1658.40. The Lenten Caritas appeal raised \$930.30. St Philomena's School Josephite Chapter continued to pray for special intentions and collected used postage stamps which translate to cash for third world countries. The school assisted Legacy on its Badge Selling Day. Workshops facilitated by Caritas further educated and inspired the students to maintain a proactive approach to social justice.

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	30.96

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.

PRIMARY

The primary curriculum at St Philomena's School is designed to cater for the needs of all K-6 learners. Scope and sequences, continuously under review, map learning development across the Primary School. Curriculum is delivered, monitored and assessed. Integration opportunities are pursued and the use of technology to support learning is a prevalent feature of the curriculum. IT is an active component across all stages of learning and remains a strong curriculum focus for the school. The school is well resourced with IT equipment.

Opportunities to enter local, state and national competitions are available for our students. Public Speaking across the school is profiled by an annual competition, which all students in Years 3-6 participate in. The school celebrates Literacy and Numeracy Week and Science Week with various activities. Additional extra curricula activities include chess, visiting performances and excursions, which vary from a couple of hours through to five days. In conjunction with the classroom/subject teacher, the learning support team assists students with identified needs and learning difficulties. Literacy intervention programs; MINILIT (Meeting Initial Needs in Literacy) and MULTILIT (Making up Lost Time in Literacy) support targeted students in Years 4-6. Opportunities for extension/gifted and talented work in small groups are offered for identified students. A Transition Program for Pre-school students entering Kindergarten is organised in Term 4. Opportunities for talented sporting students are available through diocesan and inter-diocesan pathways.

The School follows the Board of Studies, Teaching and Educational Standards, NSW syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Schools Office, Armidale.

SECONDARY

The secondary curriculum at St Philomena's School is designed to cater for the needs of all Year 7-10 learners. The Stage 4 (Year 7 & 8) curriculum at St. Philomena's consists of eight Key Learning Areas as defined by the N.S.W. 1990 Education Reform Act. These Key Learning areas are: English, Mathematics, Science, Human Society and Its Environment, Languages other than English (LOTE), Creative Arts, Technology Mandatory, Personal Development, Health and Physical Education. Exploration of these areas enable students to make informed choices about electives for the Higher School Certificate based on what they discover about their own talents, needs and interests in Year 7-10. The Stage 5 (Year 9 & 10) curriculum at St. Philomena's consists of the core subjects of English, Mathematics, Science, Human Society and Its Environment, Personal Development, Health & Physical Education. A range of elective subjects is available including Agricultural Technology, Industrial Technology – Woodwork, LOTE – Japanese, Music, Textiles Technology and Visual Arts. These electives are again designed to enable students to make an informed choice about areas they wish to pursue in Stage 6.

In the curriculum, there continues to be an emphasis on integrating technology across all subject areas so that technology skills become relevant to many aspects of the students' lives. The school is well resourced with IT equipment.

A two week Work Experience Program offers Year 10 students the opportunity to immerse themselves in the workforce to assist them to make meaningful and well informed choices about careers they may wish to pursue and or electives for the Higher School Certificate. Opportunities to enter local, state and national competitions are available for our students. The school celebrates Literacy and Numeracy Week and Science Week with various activities. Additional extra curricula activities include chess, visiting performances and excursions. In conjunction with the subject teacher, the learning support team assists students with identified needs and learning difficulties. MULTILIT (Making up Lost Time in Literacy) intervention targets students in Year 7. Opportunities for extension/gifted and talented work in small groups afford identified students with learning challenges and experiences. A specific Transition Program provides support to Year 6 students entering into their secondary education in the following year. Opportunities for talented sporting students are available through diocesan and inter-diocesan pathways.

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
Year 3	Reading	48.00%	46.20%	16.00%	13.10%
	Writing	30.00%	39.10%	6.00%	11.20%
	Spelling	38.00%	43.70%	22.00%	14.80%
	Grammar	54.00%	49.90%	10.00%	11.90%
	Numeracy	36.00%	36.20%	26.00%	13.40%

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	37.00%	34.50%	37.00%	16.30%
	Writing	9.00%	15.50%	31.00%	21.40%
	Spelling	23.00%	33.60%	23.00%	16.40%
	Grammar	26.00%	36.60%	34.00%	16.10%
	Numeracy	23.00%	25.90%	29.00%	18.10%

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	17.00%	29.00%	14.00%	15.90%
	Writing	18.00%	15.50%	36.00%	28.60%
	Spelling	21.00%	30.60%	24.00%	17.20%
	Grammar	24.00%	29.20%	31.00%	18.90%
	Numeracy	21.00%	28.60%	21.00%	17.30%

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	13.00%	21.30%	23.00%	22.70%
	Writing	10.00%	14.80%	58.00%	38.00%
	Spelling	19.00%	23.70%	19.00%	22.40%
	Grammar	10.00%	19.60%	32.00%	26.80%
	Numeracy	19.00%	24.00%	19.00%	20.70%

In 2014 the number of students issued with a RoSA	0
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Student Welfare Policy

St Philomena's School seeks to provide a safe and supportive environment which minimises risk of harm and ensures students feel secure, supports the physical, social, academic, spiritual and emotional development of students, and provide student welfare policies and programs that develop a sense of self-worth and foster personal development. St Philomena's Pastoral Care Policy exists to support the student/ their family or staff member. Pastoral Care is both an attitude and a process, and is based upon a belief in the dignity and integrity of the person.

In 2014 there were no changes to the St Philomena's Pastoral Care 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.

The St Philomena's School K-10 Discipline Policy and Procedures are built upon the foundation of Christian dignity and respect. Its purpose is to provide guidance and processes for the provision of a safe environment which enables all students and staff to participate and work in the full life of the school without threat or harm. Teaching and Learning are at the centre of what we do at St Philomena's. It is necessary, therefore, to ensure that the classroom environment is conducive to those processes. The school's Discipline Policy and Procedures support teachers in delivering the curriculum effectively, optimising the classroom experience for all students, and to provide a safe environment for all members of the school community. The policy and procedures are underpinned by the principles of procedural fairness. These principles require that individuals have the right to respond (the hearing rule) and the right to an unbiased hearing (the bias rule).

In 2014 no changes were made to the St Philomena's School K-10 Discipline Policy and Procedures.

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

Established school rules are published and referred to as a reminder of each individual's responsibility as a member of the school. Merit Systems assist to promote positive behaviour and personal academic best. Responsibility in the cyber world is encouraged through annual participation in workshops facilitated by the Police Youth Liaison Officer. Anti-bullying units form part of the PDHPE curriculum. Recognising, profiling and participating in important occasions such as ANZAC Day, Remembrance Day, Seniors' Week and Legacy allows students to learn about, respect and value the significant contributions those before them have made for their country and community. Participation in Caritas, Catholic Children's Missions and St Vincent de Paul work

highlights to students and staff the value and importance that volunteer work holds and the responsibility that we all have to respond to provide for those who need support.

Acknowledgement of Country and Welcome to Country actions, participation in NAIDOC Week and Reconciliation Week and opportunities for staff to learn more about Aboriginal history and culture demonstrate our respect for the traditional owners of the land.

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

Catholic Identity: The school's newly formed partnership with the Retirement Village enabled student/staff visits to occur growing our sense of belonging to the church beyond our own family and school. New ideas gleaned from other schools were implemented allowing students and staff to continue to grow in a community of faith. *Teaching and Learning:* Staff engagement at opportunities for professional development around the new NSW Syllabi was high, translating into quality teaching and learning experiences that maximise individual learning outcomes. Continued literacy intervention programs assisted to maximise individual learning outcomes. Use of some digital PD expanded the modes for professional learning. Construction commenced on the building of 21 century library and flexible learning spaces that will assist to provide stimulating environments where quality learning experiences will transpire. *Relationships:* training in the use of BART (Behaviour Analysis Recording Tool) supported the staff to have a common and effective approach to monitoring students to build resilience and emotional wellbeing. A continued focus on student wellbeing was maintained.

Priority Key Improvements for 2015

Catholic Identity: Introduce and commence implementation into teaching and learning of the document "Catholic Principles and Values for New NSW Syllabuses" as per diocesan plan.

Teaching and Learning: Support and foster further development of contemporary pedagogy across the K-10 school. Students and staff learn about and engage with the Google suite of applications.

Relationships and Leadership: Support parents, staff and students in their understanding and management of pastoral care and well-being. Leadership and Teacher capacity is developed and fostered through the development of Personal Professional Learning Plans. The National School Improvement Tool is a resource to assist drive school improvement.

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 MYP Corporation was commissioned by the Armidale Diocese to undertake a satisfaction survey between August and September. In general terms, six areas: Catholic Ethos, Teaching and Learning, Improvement Process, Resources and Leadership were targeted for feedback from students. Response options were: agreed, neutral or unaffected, and disagree. Each of the six areas was then rated using the terms of: excellent, good score, requires attention, immediate action, above average and below average. Parents of the community rated St Philomena's school in the two areas of Resources and Leadership as excellent with the remaining four areas in the good score category.

Student Satisfaction

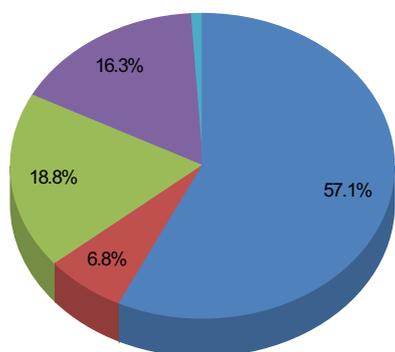
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Teacher Satisfaction

In 2014 MYP Corporation was commissioned by the Armidale Diocese to undertake a satisfaction survey between August and September. In general terms, six areas: Catholic Ethos, Teaching and Learning, Improvement Process, Resources and Leadership were targeted for feedback from students. Response options were agreed, neutral or unaffected, and disagree. Each of the six areas was then rated using the terms of: excellent, good score, requires attention, immediate action, above average and below average. Staff of St Philomena's School rated the two areas of Resources and Leadership as excellent with the remaining four areas in the good score category.

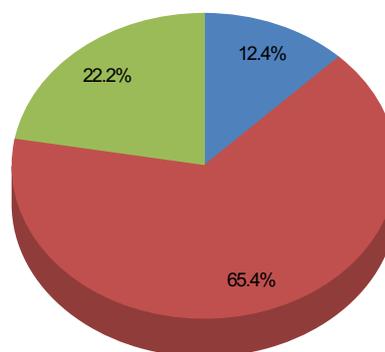
SECTION ELEVEN: FINANCIAL STATEMENT

Income



- Commonwealth Recurrent Grants (57.1%)
- Government Capital Grants (6.8%)
- State Recurrent Grants (18.8%)
- Fees and Private Income (16.3%)
- Other Capital Income (1%)

Expenditure



- Capital Expenditure (12.4%)
- Salaries and Related Expenses (65.4%)
- Non-Salary Expenses (22.2%)

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:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$3,588,952
Government Capital Grants ²	\$426,637
State Recurrent Grants ³	\$1,178,803
Fees and Private Income ⁴	\$1,025,773
Other Capital Income ⁵	\$64,000
Total Income	\$6,292,699

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$718,142
Salaries and Related Expenses ⁷	\$3,793,220
Non-Salary Expenses ⁸	\$1,289,403
Total Expenditure	\$5,800,765

For the 2014 year the St Philomena's School received \$12,279 as Interest Subsidy.

Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

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").