

Sacred Heart Primary BOGGABRI
Annual School Report to the Community

2015



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Principal

Mr Rick McEvoy

ABOUT THIS REPORT

Sacred Heart 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

In this last message before I leave Sacred Heart I wish to briefly reflect on the qualities which make the school so special. Firstly, I believe Sacred Heart is in the wonderful position of being able to align our vision and values with our practice quite easily and well. This is not only seen in our curriculum goals but how we can prepare students as people for life beyond Sacred Heart. Secondly we have a shared vision and also a shared leadership of what needs to happen in the school - the principal is only one piece of the puzzle. Thirdly by having clear key values and competencies we can easily translate these to a flexible curriculum delivery that has the students at the centre and involved in all the processes. We can make good use of learning time with student centred techniques. Finally, because of our parent and community involvement our communication and use of feedback allows us to be flexible and move quickly.

I would like to thank the Catholic Schools Office, the community and parish for entrusting me with the great responsibility of principalship for the last 11 years at Sacred Heart and wish everyone a wonderful journey as the school looks at a bright future.

Parent Body Message

In 2015, Sacred Heart's active involvement with the parents continued through the organisation of the Parents, Teachers and Friends Association in a number of fundraising and social activities. These included: Community Calendar, Fashion Parade, Mother/Father's Day Stalls, Raffles, BBQ's and the successful running of the school canteen. These activities have assisted with financial support with excursions, grounds and maintenance, presentation night and the purchasing of various school resources. Apart from attending PTF meetings, parents assisted as tutors for classroom support as well as being the audience at various parent assemblies and similar school functions. A Parent Information Night was held at the beginning of the year, in which class organisation, homework expectations, curriculum and other programs were discussed. This is followed by formal teacher/student interviews at the end of Terms Two and Four, as well with more interviews being available on request. I would like to acknowledge the principal, teachers, secretary and the additional needs staff who go well beyond the call of duty for the hours they put in to help our children.

Student Body Message

Sacred Heart offers support to all children at a wide range of levels in a modern learning environment with lots of space to grow and prosper. Sacred Heart has plenty of supportive staff and teachers to help all children to thrive to be the best person they can be. Everyone gets a fair

go and a one on one learning experience with teachers.

Sacred Heart Community is kind and welcoming and the teachers and staff are very supportive and encouraging to the students and are very involved in school and community events. Our parents are involved in being part of the Parents, Teachers and Friends Association who love to hear everyone's ideas and to raise money and have fun.

At school here we have a big variety of equipment, plenty of learning enhancement technology including Chromebooks, Smartboards and iPads and a large sports shed with sporting equipment for everyone. There is plenty of space for everyone to run around and play with a large oval and an exciting playground. We are also encouraged to maintain our wonderful veggie patch.

As a small school we are all encouraged to take responsibility where it is needed. Sacred Heart has been a wonderful experience over the last seven years.

SECTION TWO: SCHOOL FEATURES

Sacred Heart Primary is a Catholic systemic Co-educational School located in BOGGABRI.

The town of Boggabri is located midway between Gunnedah and Narrabri on the Kamilaroi Highway and is situated on the banks of the Namoi River. It is a township of approximately 900 people and has two primary schools which serve the needs of the mixed farming and mining community. Our student population is drawn from Boggabri and surrounding districts within a 25km radius. Sacred Heart School, Boggabri, was founded by the Sisters of St Joseph in 1911. The Sisters of St Joseph were founded by Blessed Mary MacKillop, who died in 1909, so possibly the creation of a convent and school at Boggabri were amongst her last decisions. Until 1918, the Sisters conducted school in the church. Fr Daniel Keane was made Parish Priest of Gunnedah in 1918 and in that year he built a new school, which occupied the site of the present school building in Boggabri. In 1965 a new brick building was opened and blessed by Bishop E J Doody. The administration building was added in 1985 and blessed by Bishop H J Kennedy. The Sisters of St Joseph were in charge of the school until 1980 and continued to teach until 1984 with Sr Roseanne being the last Sister to teach at the school. The old weatherboard convent was replaced by the brick building in which Sr Maria now resides. Since then the school has been staffed entirely by lay people and continues to serve the educational needs of the area.

Sacred Heart has been able to facilitate a great degree of independence in learning with students progressing at their own rate. Older students help younger ones and the teachers are able to contact each student at their point of need. Younger students can see and hear older students working at a more advanced level. There is a sense of pride, personal possession and involvement at Sacred Heart which results in greater cooperation and fewer discipline issues. Sacred Heart offers learner centred and small group experiences with many opportunities for participation and expression. Sacred Heart is also well supported by a committed parent and community making it a great place for your child's education.

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
13	10	1	23

* 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 93.64%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	93.12%
Year 1	92.88%
Year 2	93.74%
Year 3	93.49%
Year 4	89.51%
Year 5	97.92%
Year 6	94.79%

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
4	4	8

* This number includes 1 full-time teachers and 3 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

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

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

Term 1	Module 2 of the Child Protection education units on Professional Standards was examined and the staff also spent time with the new Science and Maths syllabi.
Term 2	Staff participated in training on CPR, Anaphylaxis and Asthma facilitated by the Surf Lifesaving Association.
Term 3	Staff participated in training on the Armidale Diocesan Catholic Principles and Values Statement and also Professional Learning Communities by Director Chris Smyth.
Term 4	Term Four Professional Development was school based developing new scope and sequences especially around the new History and Geography syllabi.

Various professional learning opportunities were participated in as follows: Reading and comprehension, Secretarial In-service, Maths online modules, Student Support Teacher day, Middle Maths Day, Autism Day, Twilight retreats, Accrual Accounting methods. Other opportunities were the Google Bootcamp, History, Geography and Overdrive inservice. Weekly staff meetings were an opportunity for the staff to share their experiences of participation in professional learning.

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.	4
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

Sacred Heart 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.

The beginning of the year is marked with an Opening School Mass at which leaders are inducted. Thereafter the school celebrates Mass two or three times per term in consultation with the parish priest. Sacramental programs for Reconciliation (0 students 2015) and Communion (4 students 2015) were conducted as students become eligible. Confirmation is held every two years (no students 2015). Feasts and Holy days are celebrated in consultation with the parish priest. This year the Feast of The Sacred Heart, the Feast of Mary Mackillop and Ash Wednesday were significant celebrations. Parents are invited to participate on all occasions. There are currently no students active in the ministry of Altar Serving. This year the school celebrated in Catholic Schools Week with an open day to which parents were invited and participated in the classroom activities that were on. The school year concluded with a Thanksgiving liturgy. All staff attended twilight retreat days run by the Diocesan Spirituality Team which were held at Sacred Heart. Staff prayer is held on a weekly basis and all staff share responsibility in turn for its preparation and delivery. School masses are organised by staff in a similar manner. Children participate in regular school and class prayer and also prepare public prayer for assemblies at relevant times such as at Easter. Parents are invited to participate in education nights when their child has sacramental preparation and all children in the school join in the retreat day activities with their classmates leading up to reception of the sacrament. The whole school community was involved in a number of fund raising activities including Project Compassion and Children's Mission. St Vincent de Paul was supported through the donation of food, clothing and toys for winter and Christmas appeals. Students were also active in visiting the local hospital to present concert items and read to the residents. Sacred Heart School has a very close working relationship with Sacred Heart Parish. The Priest administers Sacred Heart through St Francis Xavier's, Narrabri. The principal attends Parish Pastoral Council meetings and assists in joint activities such as the raffles and 'pie-drives.' The Parish Priest is on the School Board and the interests of both the parish and school are served by this structure allowing communication and planning to occur. We advertise parish events in our school newsletter and on notice boards and we regularly have information in the parish bulletin.

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	37.00

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.

Sacred Heart School reviews curriculum policies and processes regularly. Teaching aims to reflect best practice and ensure curriculum requirements and perspectives have been catered for. To support students at risk a thorough system of tracking and testing across Kinder to Year Six is in use. Students are supported through Reading and Maths in class assistance by parents and withdrawal for small group work with an Educational Assistant. Gifted students are offered support through access to web based activities including Smartkiddies and Reading Eggs, curriculum acceleration and the services of the Gifted Education Research, Resource and Information Centre. Other expanded learning opportunities have included participation in such events as International Day Competition, National Aboriginal and Torres Strait Islander Week program, Multiple Sclerosis Reading Challenge, Dorothea Mackellar Poetry Competition, school excursions and Northwest Science Challenge amongst others. The school also uses its Information and Communication Technology hardware to increase exposure to new technology and to increase engagement particularly with additional needs students. This year the school has begun the process of incorporating the Google suite of products which enhances the possibility of collaborative pedagogical approaches through the use of technology. A comprehensive sporting program exists with three major carnivals through which children may reach diocesan, state and national representation. This year In swimming there were 9 regional representatives and 4 diocesan. One child also swam in individual events. In cross country there were 4 regional representatives . In athletics there were 9 regional representatives. We were also represented in the PP5 relay and high jump at state. 1 child represented the school in horse sports. This was our eighth year of Tennis for sport and the skill development of children was very evident. Teams did not compete in touch and soccer knockouts during the year. The cultural program this year included performance at the Gunnedah Schools On Stage show. The Boggabri and District Small Schools Public Speaking Competition was also on this year. Sacred Heart won 12 prizes. We also participated in the Gunnedah Show with a school display and writing competition entries. Learning outcomes for students were enhanced through Quality Learning Strategies and integration of technology objectives particularly using interactive whiteboards in the classroom. Information and Communication Technology outcomes were significantly enhanced through the integration of Technology through all Key Learning Areas.

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	67.00%	48.20%	0.00%	11.00%
	Writing	100.00%	46.80%	0.00%	7.40%
	Spelling	33.00%	41.10%	0.00%	14.50%
	Grammar	33.00%	51.80%	0.00%	10.70%
	Numeracy	0.00%	33.60%	67.00%	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	0.00%	33.40%	0.00%	18.20%
	Writing	0.00%	19.10%	0.00%	17.50%
	Spelling	0.00%	32.60%	0.00%	15.30%
	Grammar	0.00%	36.20%	0.00%	16.20%
	Numeracy	0.00%	27.50%	0.00%	15.80%

Student Welfare Policy

The school's Pastoral Care Policy is based on the Bishop's Commission Policy 'Pastoral Care In The Catholic Systemic Schools Of The Armidale Diocese'. It is a plan for promoting the wellbeing and mental health of all members of the school community. Behaviour is maintained at a high level within the school, with the parents and teachers working together for the benefit of all students. Students deserve to learn in a positive environment and teachers deserve to be able to teach effectively without behavioural disruptions. All are involved in building our school community by; having a sense of belonging, welcoming each other, being known and respected and recognising, appreciating and affirming the giftedness of each person. The class is the central focus for pastoral care enabling children to belong to a significant group. Effective teaching which employs a variety of strategies and integrates the academic, spiritual, social and physical aspects of the curriculum and caters for the needs and development of all students is integral to pastoral care. No changes were made to the School Pastoral Care Policy in 2015.

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.

Sacred Heart Primary School seeks to provide a safe and supportive environment which; minimises risk of harm and ensures students feel secure, supports the physical, social, academic, emotional and spiritual development of pupils and provides policies and programs that develop a sense of self-worth and foster personal development. Sacred Heart Primary School bases its Discipline Policy on the Bishop's Commission Policies Pastoral Care In The Catholic Systemic Schools Of The Armidale Diocese, Policy On Suspension, Expulsion Or Exclusion Of Students In Catholic Schools In The Diocese Of Armidale and Management Of Drug Related Issues In Catholic Schools In The Diocese Of Armidale. These policies are characterised by procedural fairness and are discussed with students on a regular basis. No changes were made to the school discipline policy in 2015.

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

Anti-Bullying Policy

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

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

Complaints and Grievances Resolution Policy

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

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

Initiatives Promoting Respect and Responsibility

The values of our school community are enshrined in school behaviour policies and enhance the strong school culture of providing a balanced curriculum in an environment which is safe, friendly and supportive of individual needs. The goals of the National Safe Schools Framework continue to be promoted through this statement and via school activities including visiting the residents of the local hospital and participation in social justice efforts such as Caritas and St Vincent de Paul campaigns. Our student leaders act as great role models for younger students and accept responsibility for a number of tasks around the school. Events such as Clean up Australia Day, ANZAC and Remembrance Day, Christmas Tree display and Australia Day Celebrations were opportunities for the students to participate in communal activities as respectful and responsible citizens. This year the Student Representative Council held various fundraisers to raise funds for the missions and school needs.

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

Strategic Direction 1

- Staff Professional Development Day on Diocesan Catholic Values statements.
- Actively encourage parental support and participation.

Strategic Direction 2

- Study and apply clear learning intentions and success criteria in classes.
- Effectively differentiate through targeted Intervention.
- Implement the requirements of ICT in the NSW Syllabus.
- Implement 'MiniLit', Best Start, the ACER Pat Maths and Pat Comprehension testing, 'Multilit' and Comprehension strategies supported by Learning Enhancement Project Teacher.
- K-6 class structure adopted and pedagogies for 21st century learning incorporated

Strategic Direction 3

- Source professional development which meets school/student needs.
- Reinforce and use AITSL standards.
- Review current assessment plans.

Strategic Direction 4

- Facilitate effective collaboration between Staff, Board, P&F and parent body.
- Initiate rebuilding of School Website including blog.

Strategic Direction 5

- Ensure teachers complete Professional Learning modules.
- Explore staff appraisal process.

Priority Key Improvements for 2016

Strategic Directions

- 1.1 Staff Professional Development Day on Diocesan Catholic Values statement-sanctity of Life and incorporate in KLA's.
- 1.2 Use of Emmaus Process in RE and improvement in Yr 6 data by 10%
- 1.3 Increase engagement by staff and parents in faith formation opportunities
- 1.5 Teachers design assessment as, of and for learning linked to the syllabus outcomes, improved data literacy for all teachers, student learning gain in all NAPLAN results, involvement of parents in personalised planning.
- 1.6 Teachers have an understanding of inquiry based learning, local aboriginal culture, history and geography, new learning technologies, pastoral care and wellbeing.
- 2.1 Principal to lead site based teacher learning and development
- 2.2 Leaders and teachers to use data to respond to teacher and student learning needs
- 2.3 Leaders perform as instructional leaders to build Catholic Professional Learning Community in which professional learning teams operate.
- 2.4 Policy exists to support Teacher Performance and development Framework, National school improvement tool used for school review
- 3.1 Access online learning technology and schools have sufficient bandwidth to support student learning

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

Sacred Heart Primary School is delighted to provide you with summarised results of the school parent survey undertaken in August 2015. Key feedback areas included: Catholic Ethos, Leadership, Teaching and Learning, Resources and Improvement Processes. Parents responded to standard statements by choosing one of six options. In addition, open questions provided parents with the opportunity to elaborate on feedback. The survey response rate was 73%. Sacred Heart Primary School achieved an overall satisfaction score of 78%. Sacred Heart Primary School would like to sincerely thank parents for their participation in this survey. Feedback will assist in delivering real benefits to students.

Areas of commendation included caring and approachable teachers, individualised teaching and learning, school family partnership, learning resources and a challenging learning involvement. Areas of suggested improvement included more challenging work for gifted individuals and doing something about the turnover of teachers.

Student Satisfaction

Sacred Heart Primary School is delighted to provide you with summarised results of the school student survey undertaken in August 2015. Key feedback areas included: Catholic Ethos, Leadership, Teaching and Learning, Resources and Improvement Processes. Students responded to standard statements by choosing one of six options. In addition, open questions provided students with the opportunity to elaborate on feedback. The survey response rate was 77%. Sacred Heart Primary School achieved an overall satisfaction score of 85%. Sacred Heart Primary School would like to sincerely thank students for their participation in this survey. Feedback will assist in delivering real benefits to students.

Areas of commendation included learning and the playground, friendly and helpful teachers and students, participation in lots of games and activities at work and outside. Areas of suggested improvement included improvement of students behaviour, support for all students to meet standards and those with special needs, more students at the school.

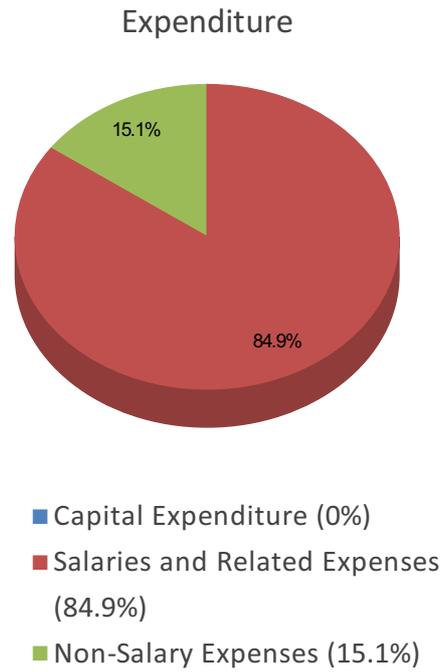
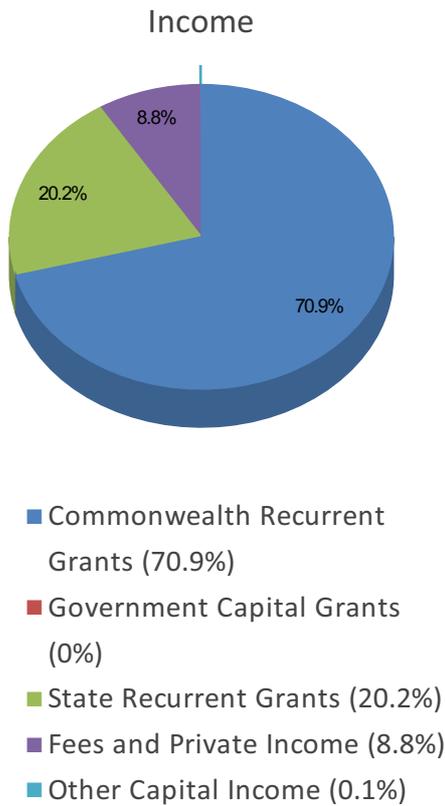
Teacher Satisfaction

Sacred Heart Primary School is delighted to provide you with summarised results of the

school staff survey undertaken in August 2015. Key feedback areas included: Catholic Ethos, Leadership, Teaching and Learning, Resources and Improvement Processes. students responded to standard statements by choosing one of six options. In addition, open questions provided staff with the opportunity to elaborate on feedback. The survey response rate was 100%. Sacred Heart Primary School achieved an overall satisfaction score of 72%. Sacred Heart Primary School would like to sincerely thank staff for their participation in this survey. Feedback will assist in delivering real benefits to students.

Areas of commendation included friendly environment, great group of children, teachers and colleagues, many opportunities for kids to excel, team approach, effort of all to contribute, flexibility. Areas of suggested improvement communication, more time to embed new ideas, join other schools for more activities, firmer decision making processes around curriculum changes, secretarial time.

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	\$451,581
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$128,815
Fees and Private Income ⁴	\$55,762
Other Capital Income ⁵	\$650
Total Income	\$636,808

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$37
Salaries and Related Expenses ⁷	\$522,973
Non-Salary Expenses ⁸	\$93,267
Total Expenditure	\$616,277

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> .