

O'Connor Catholic College ARMIDALE
Annual School Report to the Community
2015



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Principal

Mr Charles Allen

ABOUT THIS REPORT

O'Connor Catholic College 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 College community with fair, reliable and objective information about College 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 College's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the College 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 College 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 College newsletters and other regular communications. Further information about the College may be obtained by contacting the College or by visiting the College's website.

Principal's Message

At O'Connor our goal is to deliver the best that Catholic Education has to offer for each and every student. This helps us to build a community faithful to the teachings of the Gospels and attentive to needs of students living in a dynamic and complex world.

We are conscious of the need to provide a diverse range of opportunities in both curriculum and extra activities. In 2015 we made the decision to offer Primary Industries as a Vocational opportunity for senior students. In the extra-curricula area, we have decided to produce a school musical for the first time in 18 years.

With enrolments continuing to increase, from 356 in 2008 to 493 in 2016, the corresponding increase in teaching staff has added an extra dimension to the experience and vitality of the teaching staff.

Through support of the Catholic Schools Office of Armidale we have introduced a Leader of Pedagogy Coordinator in 2016 to assist Key Learning Area Coordinators as teachers introduce the Australian Institute for Teaching and School Leadership (AITSL) standards into their teaching programs.

O'Connor continues to strive to be a College that is faithful

Parent Body Message

The College theme for 2015 "Why Not" was definitely followed in the works of the school board from consultation on financial matters, which have enable to College families to again only have a small increase in school fees, to the employment of a dedicated and motivated staff who live by the catholic ethos. Our healthy college budget allowed for the installation of the underground watering system on the school oval, refurbishment of classrooms, purchasing of technology for the school, and the relevant protection programs for the safety of our children. The board continues to work on the development of a master plan for the school precinct and in the establishment of environmentally sustainable resources for the school, with the re-sinking of the school bore to occur in early 2016, leaving us less reliable on the purchase of water for use in the school. The introduction of the school study centre has proven popular with students and a successful new addition to the opportunities we are able to provide for our students.

I would like to thank the Board Members for their support, advice and guidance throughout the year.

Student Body Message

To be given the opportunity to become representatives of O'Connor Catholic College for the 2015 school year was a privilege all of us will never forget. Working with staff, our peers and the school community; we discovered how much we were able to give back to both the school and our local community.

The theme chosen by the 2015 leadership team was "Why Not?". Throughout the year, we as an entire year group, attempted to lead by example in living out this motto. We believe that we need to make the most of everyday and take every opportunity that presented itself.

"If not you, then who? If not now, then when?" became a powerful motivator toward our academic year. If we didn't risk failure then we could never reach the success we are capable of. Encouraging our younger peers to follow our example led to great participation in many school events including the initiation of the Spiller Cup, awarded on Founder's Day to promote unity within and between sporting houses. We hope that by leaving this legacy we will have been able to actively give back to the community and school that has given us so much.

We all wish the students, staff and new leaders all the best for the years to come.

SECTION TWO: SCHOOL FEATURES

O'Connor Catholic College is a Catholic systemic Co-educational College located in ARMIDALE.

The College shares with other Catholic schools from 4 feeder parishes including Armidale, Uralla, Guyra and Walcha.

The vast majority of students come from European cultures and backgrounds. The largest other group is our aboriginal students who make up approximately 8% to 10% of the student population.

Special College events include:

1. Creative and Performing Arts concert every two years.
2. Founder's Day
3. A large variety of sporting events. Students have the opportunity to progress through to State and National representation.
4. Woodwind and String ensembles
5. Opportunity for students in Dance. Elective curriculum options (9 to 12) as well as co-curricula
6. Competitions in a range of areas including ICT, Mathematics, and Writing
7. NAIDOC celebrations
8. Fundraising events for Caritas and Catholic Missions Australia

While the College was established with the amalgamation of the Ursuline Convent and the De La Salle College, the College is more able to take part in formation opportunities through the support of the De La Salle organisations.

The College has excellent teaching and learning resources and ICT is integrated into a 21st century pedagogy. Teachers and students are passionate about our College and are proud of our 40 year history.

The College works closely with the Catholic primary schools in the diocese with combined Masses, end of year celebrations, an extensive transition program for students entering high school and a combined Creative and Performing Concert in term 3 every second year.

SECTION THREE: STUDENT PROFILE

Student Enrolment

The College caters for students in Year 7 to Year 12. Students attending this College come from a variety of backgrounds. The following information describes the student profile for 2015:

Girls	Boys	LBOTE*	Total Students
258	225	10	483

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2013, 69% completed Year 12 in 2015.

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 91.27%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	92.88%
Year 8	90.64%
Year 9	90.49%
Year 10	89.30%
Year 11	91.49%
Year 12	92.84%

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The College, 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, College staff, as part of their duty of care, monitor part or whole day absences.

College 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 College 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 College strategies have failed to restore regular attendance.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior Secondary Outcomes. Year 12 2013	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	10%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	98%

Student Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

Destination Data	University	TAFE / Other institutions	Workforce entry	Destination not reported
Year 12, 2015 Graduating Class	65%	10%	10%	15%

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
44	18	62

* This number includes 34 full-time teachers and 10 part-time teachers.

Percentage of staff who are Indigenous	4%
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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 College 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 College held the equivalent of five staff developments days this year with areas of focus as follows:

Term 1	Staff Preparation Day
Term 2	RE Day run by Bishop of Diocese
Term 3	Google Apps Day
Term 4	School Annual Improvement Plan and Strategic Directions

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.	44
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

O'Connor Catholic College 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.

Liturgical Life.

A weekly parish Mass is held in the College chapel. Students attend Mass as a year group at least once a term. Ash Wednesday and the Feast of Assumption Masses are held at the Cathedral where the whole school attends. Students have the opportunity for reconciliation before Easter and Christmas. Prayer services for School Captains, Easter, ANZAC Day, Founders Day, St Vincent de Paul Winter Appeal have become traditional ceremonies.

Staff and Student Faith formation

Apart from prayer and faith formation embedded in the curriculum, students in each year group attend a reflection day(s) once a year. Prayer is an integral part of morning pastoral and is systematic in terms as being printed on the morning messages. Students may also attend Wednesday morning prayer before school in the chapel. There is also a Catholic youth group that meets after school on Friday's. Staff participate in prayer before meetings, attend a Staff Religious Education day (The work of Caritas presented by Brendan Joyce in 2014) and have the opportunity to attend Diocesan run retreat days. There is also a staff Lenten group and a weekly prayer group that meets in the chapel on Wednesdays.

Social Justice

Social Justice forms an integral part of the curriculum, with each year addressing some aspect of social justice at some stage. The year 8 program involves community service within Armidale. The senior retreat focusses on the plight of the poor and marginalised. Voluntary social justice groups such as St Vincent de Paul and Zonta are active at O'Connor organising the Vinnies Winter and Christmas appeal. O'Connor participates in the Caritas, Project Compassion each year. The "Paupers Banquet" is the major fund raiser for this. Students visit the elderly at Autumn Lodge on Fridays and cater for The Armidale Stroke Recovery Group once a term.

Parish Links. O'Connor hosts a parish Mass on a weekly basis where year groups attend. Father Francis was a regular visitor to the school in 2015. Students from O'Connor act as readers, servers and help with the music at Parish Mass. Principal Charlie Allen serves on the Parish Council.

SECTION SIX: CURRICULUM

The College 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.

School Indicators of Effectiveness for Catholic Schools in particular: Key Area 2 (Students and their Learning) and Key Area 3 (Pedagogy). Staff members are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

The Stage 4 courses undertaken by students were: Religion Catholic Studies, English, Mathematics, Science, History, Geography, Music, Visual Arts, Languages Other Than English, Personal Development, Health and Physical Education and Design and Technology.

The College offered BOS mandated, developed and endorsed Stage 5 and Stage 6 courses. Stage 5 mandatory courses offered were Religion Catholic Studies, English, Mathematics, Science, Australian Geography, History and Personal Development, Health and Physical Education. The elective courses were Commerce, Drama, Food Technology, Graphics Technology, Industrial Technology, iSTEM, Design & Technology, Music, Physical Activity and Sports Studies, Agriculture, Textile Technology, Visual Arts and Dance. The number of students in each of these electives varies according to resources available and student interest.

The Higher School Certificate courses offered this year were Ancient History, Biology, Business Studies, Business Services, Chemistry, Community and Family Studies, Design and Technology, English Advanced, English Standard, Extension English 1, Extension English 2, English Studies, General Mathematics 1 and 2, Hospitality, Legal Studies, Mathematics, Mathematics Extension 1, Mathematics Extension 2, Modern History, Music 1, Personal Development Health and Physical Education, Physics, Religion Catholic Studies, Senior Science, Studies of Religion 1 Unit, Studies of Religion 2 Unit, Visual Arts, Construction and Dance.

Additionally, the College supported a number of students in undertaking courses at Technical and Further Education Colleges, On line and Distance Education.

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 College 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 College 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 7	Reading	24.00%	28.50%	15.00%	15.30%
	Writing	7.00%	15.60%	46.00%	29.20%
	Spelling	24.00%	30.70%	23.00%	16.20%
	Grammar	19.00%	28.30%	19.00%	18.90%
	Numeracy	16.00%	25.60%	15.00%	16.40%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	23.00%	21.20%	32.00%	22.90%
	Writing	3.00%	13.40%	41.00%	39.20%
	Spelling	15.00%	23.70%	25.00%	22.20%
	Grammar	11.00%	16.80%	27.00%	29.00%
	Numeracy	18.00%	24.00%	15.00%	17.30%

Higher School Certificate

The results of the College's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

HIGHER SCHOOL CERTIFICATE	<i>Percentage of students in top 2 bands (Bands 5 and 6)</i>					
	2013		2014		2015	
	School	State	School	State	School	State
Studies of Religion 1	10%	49%	11%	49%	22%	51%
English Standard	0%	6%	0%	8%	0%	8%
English Advanced	11%	53%	17%	60%	14%	57%
Mathematics	46%	49%	30%	54%	25%	33%
Personal Dev Health	0%	28%	13%	30%	0%	30%
Mathematics General 2	6%	21%	15%	26%	0%	26%

In 2015 52 students sat for the HSC Exams in 31 separate subjects. Overall there were 40 individual Band 5 or 6 results.

The subject Mathematics General 2 (course code 15235) was a new subject for the 2014 HSC cohort, the data above for the year 2013 refers to General Mathematics (course code 15230).

In 2015 the number of students issued with a RoSA	3
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Student Welfare Policy

Student Welfare or Pastoral Care is at the forefront of all policies and procedures at O'Connor. As well every activity, out with a view that the welfare of each and every student is paramount.

Our Pastoral Care Policy outlines the key responsibilities of all involved in ensuring that students are safe, happy and well taught so that they can achieve their full potential. The Policy is vital in ensuring positive relationships between students, families and all members of the school staff.

Students from Year 7 to 12 participate in regular Pastoral Care lessons. Topics explored include, internet safety, bullying, rights and responsibilities, self esteem, goal setting, careers information and exploration, good citizenship and respect and dignity for self and others. These topics, and others, are explored through planned lessons and guests.

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

Discipline Policy

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

The College Discipline Policy is based on procedural fairness, clearly defined rights and responsibilities and the inherent dignity of each individual. The policy is discussed at enrolment, parent teacher interviews, information evenings and school assemblies.

The O'Connor Discipline Policy has been devised and implemented to ensure that each student is aware of their rights and responsibilities and can be safe, happy and well taught in this caring, peaceful and harmonious Catholic environment.

The full text of the College's Student Discipline Policy may be accessed on the College'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 respect and responsibility underpin all policies and procedures at O'Connor. These values are specifically promoted at year-level and full school assemblies, parent information nights and in the College Newsletter.

Additionally students participate in numerous school based activities to address social justice and to help others in the community. Project Compassion in the lead up to Easter and the College St Vincent de Paul chapter are two of the more obvious opportunities for students to become involved in social justice.

These initiatives and others, promote respect and responsibility by ensuring that quality relationships between families, teachers and students reinforce respect for others and promote both individual and collective responsibility for the welfare of others.

Each year, the College develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the College's Strategic Improvement Plan and informed by the Catholic School's Office Annual Improvement Plan. The College 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

- In 2015 the College began implementing the recommendations of the National School Improvement Review undertaken in 2014. These recommendations included:
- continue to foster a culture of continuous professional improvement: This was a focus for the College in 2015 which saw an increase in Professional Development for teachers.
- clarify the expectations of the policies and procedures in the College that relate to student behaviour and discipline.

The BART student behaviour teaching system has allowed us to come to a greater understanding as to what areas of behaviour were most prevalent and when/where they occurred. This has made staff more aware of the types of issues involved and as a staff set clear and consistent guidelines around expectations of students.

Establish and communicate clear expectations concerning the use of effective teaching strategies throughout the school by adapting evidence-based pedagogical framework to ensure that highly effective teaching and learning practices are understood and undertaken by all teachers.

Staff meetings became a forum for discussing pedagogical methods and the benefits these brought to students of different learning styles.

Priority Key Improvements for 2016

A key priority for O'Connor in 2016 will be to improve the achievement outcomes for students in the external exams, NAPLAN and the Higher School Certificate. While we believe students receive satisfactory results in these tests/exams, we also believe that there is room for improvement.

With teachers concentrating on their Personal Professional Development Plans, student outcomes will become a top priority. Equally the establishment of a Leader of Pedagogy Coordinator will assist teachers in the implementation of evidence-based pedagogies that will lead towards improvement outcomes for students.

In 2016 the College will enter the second phase of a Masterplan. In 2015 the first step was to develop an Education Brief. In 2016 this brief will be given to architect(s) to explore:

SECTION TEN: PARENT, STUDENT AND TEACHER SATISFACTION

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 College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers.

Parent Satisfaction

The Armidale Catholic Schools Office contracted MYP Corporation to conduct surveys of parents, students and teachers in all of its schools in the Diocese. Below are some results of the parent survey for O'Connor.

The top four reasons for choosing O'Connor were 1. Pastoral Care/Wellbeing program. 2. School reputation. 3 Catholic ethos. 4 Size of school/classes

In summary of satisfaction with various aspects of performance parent rated the following. (The categories were 1. Excellent, 2. Good, 3. Requires attention, 4. Immediate action required.

1. Leadership - Excellent, 2. Resources - Good to Excellent, 3. Teaching and Learning - Good to excellent, Catholic Ethos - Good and Improvement Processes - Good

The following statements received the highest approval rating:

Dedicated staff.

Strong organisational structure.

Overall kindness and caring amongst staff and students it creates a non-threatening safe and happy environment.

Excellent morals and discipline within the school.

Staff are happy to work with parents with both personal and academic issues.

Positive learning environment.

Diversity of subjects.

The caring office staff, nothing is a problem and they are always helpful.

Student Satisfaction

1. Leadership - Good to Excellent, 2. Teaching and Learning - Good to Excellent, 3. Catholic Ethos - Good to Excellent, 4. Resources - Good to Excellent, 5. Improvement processes - Good.

Student responses that rated excellent:

Opportunities available including TAFE subjects and the way teachers are happy to help you.
School leaders are also helpful.

My teachers are fair and enjoy being with us.

Everyone is friendly and they never put you down.

O'Connor's smart tidy uniform and fun-caring environment.

Community Spirit.

The commitment teachers have to make the school a better place for us to learn.

Technology and Science labs are great for learning.

I like the number of clubs. Farm, Drama, Vinnies Group, Z Club, Weights, Chess, Dance, Choir, Bands and Orchestra

Teacher Satisfaction

O'Connor staff rated: Catholic Ethos-Excellent; Resources-Excellent; Staff engagement-Good to excellent; Improvement process-Good; Leadership-Good.

Staff responses that rated as excellent:

Being part of a dedicated hard-working team

A very supportive staff. A relative small school where you get to know the vast majority of students. Leadership team is good.

Massive Personal Development opportunities

Well behaved students

Collegiality and support between teacher, ancillary staff and executive staff.

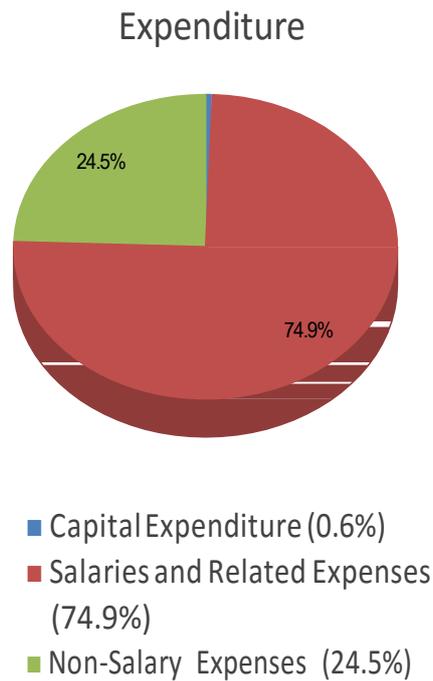
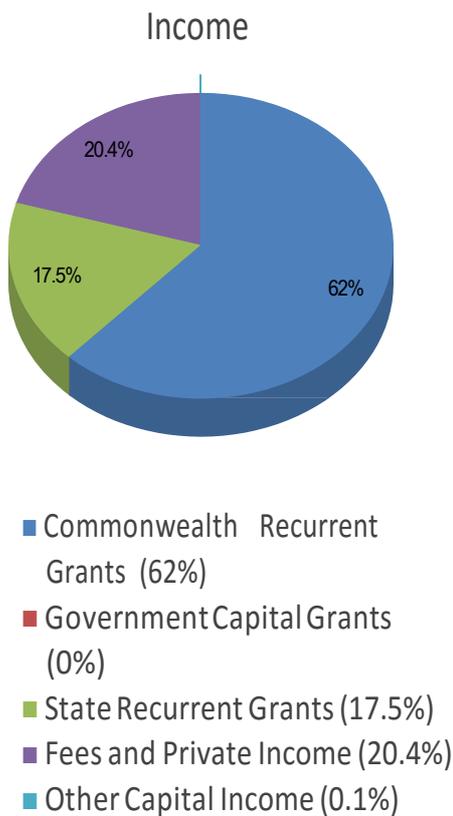
The environment - supportive and caring for staff and students.

Flexibility in offering courses that are more specialised.

There is a strong and developing culture at O'Connor. Good facilities.

I am committed to Good Catholic education which I find at O'Connor.

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	\$5,483,339
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,549,792
Fees and Private Income ⁴	\$1,808,669
Other Capital Income ⁵	\$7,728
Total Income	\$8,849,528

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$44,444
Salaries and Related Expenses ⁷	\$5,775,399
Non-Salary Expenses ⁸	\$1,886,356
Total Expenditure	\$7,706,199

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

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> .