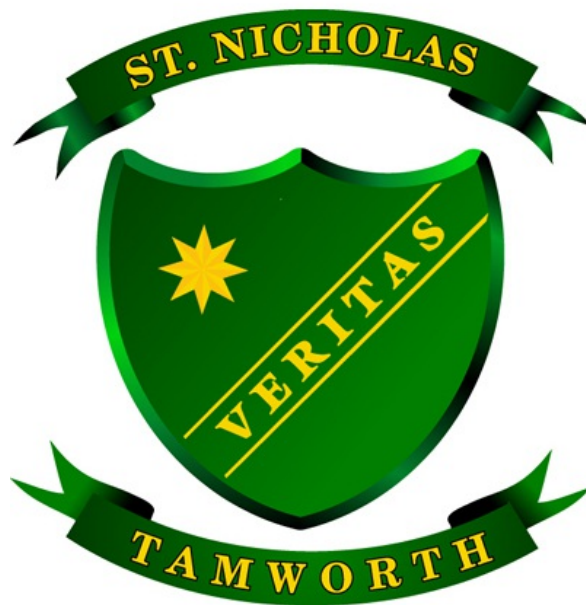


St Nicholas' Primary TAMWORTH
Annual School Report to the Community

2015



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Principal

Mr Stefan van Aanholt

ABOUT THIS REPORT

St Nicholas' 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

As a community of Faith, the students of St Nicholas School experience Catholic Education, worship and personal spiritual reflection in a creative, dynamic and vibrant way. St Nicholas School joins with parents and parish to spread the Good News of God's Kingdom. Our motto *Veritas* encourages all to seek the truth, "you will know the truth and the truth will set you free" Jn 8:32

A very important aspect of life at St Nicholas is the involvement of our parents. We encourage parents to become as engaged as possible in their child's education and we use a variety of methods to communicate with them.

Our educational practice is based on the principles of Professor John Hattie's research and visible learning philosophy. We expect students to strive for "2 more marks" in all they attempt.

Our "Manners Matter" initiative ensures that students are encouraged and reminded on a regular basis to display behaviour that is polite and courteous. Manners are a crucial thread intentionally woven into the fabric of the school..

I thank all members of our school community, staff, parents and the parish community for their commitment and I am honoured to lead such a wonderful community.

Parent Body Message

St Nicholas parents have once again shown what an asset they are to our school community. St Nicholas parents are heavily involved in all aspects of school life, both at school and for extra curricula activities. Their representation on the School Board has provided independent, objective advice to the school executive in financial management, policy development and other aspects of school life.

The Parents, Teachers and Friends have had another active year and have donated in excess of \$30 000 to support in the purchase of chrome books, iPads and ground improvements. Not only does the PTF raise money for the school but they also host many social functions to bring the school community together.

I have been very proud to Chair the School Board this year.

Student Body Message

The 2015 school year was exciting time for us as captains of the school. We had the privilege to lead St Nicholas on ANZAC Day, School Assemblies, Memorial Services and greeting guests to the school. We and the other leaders attended the Halogen Foundation Leadership Day in Sydney. At this day we had the opportunity to meet people who inspire us and act as role models for leaders. As school captains we went to special Masses and events including Feast Days and the Spirit of Catholic Education Awards.

As captains we learned how to speak well in public, engage in conversation with others, that leadership is in everyone and that it is important to show younger students how to behave and act.

We would like to thank the teachers for all their support and motivation. This year we were part of an amazing Year 6 group and our final message is, 'be yourself because everyone else is taken' and 'if not now when and if not us who?'"

SECTION TWO: SCHOOL FEATURES

St Nicholas' Primary is a Catholic systemic Co-educational School located in TAMWORTH.

St Nicholas has seen a steady increase in numbers over the past 4 years. This has enabled the school to introduce a range of activities that otherwise would not have been possible. A visit to our school website will show many of the features at the school that this small report does not mention.

To assist the classroom teacher and student learning, the school has a number of support staff including two Learning Enhancement Project officers, Educational Assistants, MiniLit and MultiLit para-professionals; Teacher Librarian, ICT Assistant and a specialist gymnastics teacher.

Students have the opportunity to participate in a number of extra-curricular activities including lunch clubs (dance, lego, gardening and chess), Tournament of Minds, public speaking, ukulele, piano, debating, eisteddfod and choir. Every second year, our senior students in Years 5 and 6 participate in the local Catholic schools spectacular, Catholic Schools Celebrate.

Parents are always welcome to become involved at St Nicholas School and are instrumental in creating a culture of community. Parents are provided with numerous opportunities to be part of our school environment including: volunteering in our Friar's Tuckshop, supporting teaching and learning in the classroom, as guest speakers, fundraising events including: Movies in the Moonlight and Mango Drive, assisting at sporting events, School Masses and liturgical celebrations, Father's Day breakfasts and many more. A successful program at the school has been our Parent Reading workshop where parents are taught how to help their children read in support of the school's program and strategies. This will be extended in 2016 with a Numeracy evening.

Each January our school site accommodates a number of visitors in Tamworth for the annual Country Music Festival and this provides our school with funds to provide extra resources for our school and its staff and students.

Effective communication with parents is maintained through a weekly electronic newsletter, Keep In Touch books, email and an interactive website that includes pinterest and you tube, regular parent meetings and Yearly and Half Yearly Reports.

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
230	231	14	461

* Language Background Other than English

Enrolment Policy

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment of Students in the Catholic Systemic Schools of the Diocese of Armidale'. The Catholic Schools Office Armidale monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

The full text of the 'Enrolment of Students in Catholic Systemic Schools of the Diocese of Armidale', along with any specific enrolment policy for the school, is printed at the end of this document.

Student Attendance Rates

The average student attendance rate for 2015 was 95.61%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	98.59%
Year 1	94.45%
Year 2	95.40%
Year 3	94.86%
Year 4	95.59%
Year 5	95.54%
Year 6	94.81%

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
27	16	43

* This number includes 22 full-time teachers and 5 part-time teachers.

Percentage of staff who are Indigenous	3%
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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	Curriculum development for 2015.
Term 2	Implementation of the Catholic Principles and Values document in all Key Learning Areas.
Term 3	The introduction of the new History and Geography syllabi including changing pedagogical practice to enhance the implementation of these documents.
Term 4	Redesigning learning and teaching creatively, collaboratively and differently.

St Nicholas is committed to keeping abreast of educational trends and best practice. Professional Development included; Catholic Principles and Values, instruction and implementation of the English and Mathematics syllabus as well as training for the implementation in 2016 of the new History and Geography syllabi, and Anita Chin online Mathematics modules. The staff also participated in reading strategies for Minilit, SMART data analysis and the Google suite of educational applications. Weekly staff meetings are dedicated totally to professional development.

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.	26
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

St Nicholas' 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.

Our Parish Priest Father Joe visits the school weekly, spending time in the classrooms and engaging with the students.

With the support of father Joe there were two whole school Masses celebrated each term. The school also celebrated four feast days and special events. These included the Opening School Mass, the feast of St Joachim and Anne for Grandparent's Day, St Nicholas' Day and Ash Wednesday. There were regular Masses celebrated during school term for Stage Two and Stage Three students. Each term there was an Infant's Liturgy. All parents, friends and families were invited to attend paraliturgies and Masses and parents from the Parish participated in variety of ministry roles including, Eucharistic Ministry. Families were also invited to Family Mass days on the first Sunday of the month at St Nicholas Parish and these were well attended. Various sacramental groups also provided morning tea after a Parish Mass.

Twenty three children participated in altar server training and are now regular altar servers at weekend masses. Daily prayer time continued for staff and students throughout the year with school leaders also leading the school community in prayer at assemblies. Sacramental programs were carried out with students, preparing for and making their Confirmation, preparing for and receiving First Holy Communion and making their First Reconciliation.

Parents and other family members participated through meetings and home programs. The Sacrament of Confirmation was supported with a retreat that was attended by Bishop Michael Kennedy, teachers and the candidates. All primary classes attended Reconciliation once a term and Infants classes attended a paraliturgy once each term. As part of the prayer life of the school, the Rosary was prayed during the month of October and prayer cards were continued to be used at school events and gatherings. Staff also attended First Friday Mass each month during the year and participated in the 40 Families for 40 days initiative.

Our Mini Vinnies chapter meet once a week. As well as planning for school events such as hosting visits from various age care facilities, they have also visited Nazareth House Aged Care and entertained the parishes Seniors Club.

The school has incorporated the Catholic Principles and Values statements authorised by Bishop Michael Kennedy into the programs for all Key Learning Areas and all staff attended a professional development day delivered by the bishop on this document.

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.

SECTION SIX: CURRICULUM

The school provides an educational program based on, and taught in accordance with the Board of Studies, Teacher and Educational Standards, NSW syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Schools Office Armidale.

St Nicholas Primary School follows the New South Wales Board of Studies syllabus for each subject offered as required by the Education Act 1990 and implements the curriculum requirements of the Catholic Schools Office of the Diocese of Armidale. This year the school was selected by BOSTES for a random monitoring visit and all areas audited were deemed compliant.

During 2015 the focus on quality teaching and learning continued to be centered on a 'new' pedagogical framework, based on the research of John Hattie and others, which was introduced in 2014. We call it the LIFT (Learning Is Forever Together) Program. The 3 key acronyms which form the core of the program are WALT (We Are Learning To), WILL (What It Looks Like) and WILT (What I Learnt Today). The school's philosophy is that all learning must be visible. The students must see clearly what they need to produce. An educational mantra at the school is that everyone strives for, '2 more marks'.

Teachers worked collaboratively throughout the year to assess, plan and reflect on the teaching and learning as well as the introduction of the 'new' Mathematics syllabus.

The school uses data to inform all of its practice. Data includes results from SENA (Numeracy), PM Reading Benchmarks, NAPLAN, PAT Testing, Year 6 state wide Religious Education Test, student attendance, AEDI and A-E Reporting. Infants students who were identified as requiring additional support in literacy were placed in the MiniLit (Meeting Initial Needs in Literacy) Program devised by Macquarie University and older students were placed in the MultiLit Program and Reading Comprehension Program. We will be introducing Well Being data analysis in 2016 to ensure we are supporting all our students.

The school has advanced the use of technology in the classroom with all students having access to interactive technology including ipads and SMARTBOARDS as well as electronic books and laptop computers. All infants classes are fitted with Redcat sound systems to amplify and clarify language in the classroom. The school has also moved to engage students more fully with the introduction of chrome books and the google suite of educational apps for primary students.

A range of curricula and extra curricula activities was available for students to discover and

develop their individual talents. These included:

- Various Excursions both locally and intrastate
- Tournament of the Minds
- Debating and Public Speaking
- Sporting pathways to state and national level.
- School House competitions
- Dance and lip sync contests
- Opportunities for students to have tuition in guitar, ukelele and piano
- Various lunch clubs such as lego, chess, ipad and dance
- Individual Plans for students experiencing difficulty
- Eisteddfod performances

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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	58.00%	48.20%	0.00%	11.00%
	Writing	76.00%	46.80%	0.00%	7.40%
	Spelling	39.00%	41.10%	5.00%	14.50%
	Grammar	64.00%	51.80%	2.00%	10.70%
	Numeracy	53.00%	33.60%	3.00%	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	69.00%	33.40%	7.00%	18.20%
	Writing	24.00%	19.10%	0.00%	17.50%
	Spelling	51.00%	32.60%	2.00%	15.30%
	Grammar	63.00%	36.20%	3.00%	16.20%
	Numeracy	49.00%	27.50%	3.00%	15.80%

Student Welfare Policy

St Nicholas 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, spiritual and emotional development of children
- has in place student welfare policies and programs that develop a sense of self worth and foster personal development.

Students and staff have access to counselling by Centacare on request.

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.

The full text of school and diocesan policies are available from the School office

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

Discipline Policy

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

St Nicholas 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. These policies are based on procedural fairness and are discussed with students on a regular basis. The school's Discipline Policy is contained within the school's Pastoral care Policy.

The school's Manners Matter Program is a pro-active way to support students in understanding right choices and behaviour. The school also acknowledges students who have displayed positive, supportive and caring behaviour.

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

At St Nicholas School we regard good manners as showing respect for other people but it also shows how we have respect for our own good standards and behaviour. Manners are a habit and so become part of the makeup of the school. They are a thread intentionally woven throughout the fabric of St Nicholas School.

Our 'Manners Matter' initiative ensures that students are encouraged and reminded on a regular basis to display behaviour that is polite and courteous.

... standing up to let an adult or elderly person sit down.

... looking a person in the eye when you shake hands.

... saying 'excuse me' when you walk in front of someone.

... addressing people by name.

... saying "please" and "thank you".

... being patient and selfless - letting someone go in front of you or picking up something for another person.

... holding a door open for another person and saying thank you to another person when

they hold a door open for you.

These are just a few of 'life's little lessons', but they are taught and modelled each day by teachers and students.

An extensive student leadership program is in place at the school which seeks to support students develop their skills and sense of responsibility.

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

Priority Key Improvements for 2015 included:

- The school enhanced and further developed the school's LIFT (Learning Is Forever Together) Program which is based on the principles of Visible Learning and the School House Program.
- The focus on the faith formation of staff was centred around the Catholic Principles and Values document.
- It was intended that a major building project including the construction of a new library, four new classrooms, two toilet blocks, a canteen, sports room and outdoor under cover sports facility would be undertaken. This did not occur as further funding was sought to enhance the project. The Project will be commenced in 2016 with an increased scope of work.
- The implementation of the 'new' Mathematics and Science and Technology syllabi as well as preparation for the 'new' History syllabus.
- The implementation of a new school timetable to enhance the learning environment.
- The introduction of the MultiLit Program and a Comprehension Program that provides level two intervention for primary students experiencing difficulty with literacy.
- The introduction of contemporary educational furniture to enhance the learning spaces at the school.

Priority Key Improvements for 2016

The school uses the National Improvement Tool to guide its Annual Improvement Plan.

In 2016 the 3 areas selected are: An Explicit Improvement Agenda, Analysis and Discussion of Data and An Expert Teaching Team. The school will also explore ways to improve Faith Formation.

Priority Key Improvements for 2016 include:

- The incorporation of Catholic Principles and Values into the English and HSIE Programs
- Establish SMART targets for Year 6 Religious Education state wide examination

- Ongoing development of the Diocesan Learning Enhancement Strategy including MiniLit
- Extend parent education with a Parent Reading Workshop and a Parent Numeracy Workshop
- Teachers Professional Learning Plans implemented and analysed
- Data walls to be enhanced and expanded across each grade
- Professional Learning Teams established. Year Group Teams, Pedagogical (LIFT) Practice Team, Google Team and Well Being Team
- Enhancing the school as a Catholic Professional Learning Community

A very significant area of improvement in 2016 is the upgrading of the school's facilities and infrastructure.

The school's website has a copy of the school's Annual Improvement Plan if you wish to explore this topic further.

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 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

This year, as they have done for the past few years, the Catholic Schools Office commissioned a Queensland based company, MYP Corporation to conduct parent, staff and student surveys of the St Nicholas School community. The 5 areas surveyed were: Leadership, Resources, Catholic Ethos, Teaching/Learning and Improvement Process. The results are based on a 5 point scale: 4-5 An excellent outcome, 3-4 A fair to good score, 2-3 A poor result, 1-2 There are significant issues 0-1 Very poor result.

Parents rated the school 4.43 on Leadership, 4.22 on Resources 4.17, on Catholic Ethos 4.10, on Teaching and Learning and 4.03 Improvement Processes. The results and comments made in the survey help inform the School's Annual Development Plan.

This data is important in helping the school plan for the following year as well as addressing pressing concerns as soon as possible.

Student Satisfaction

This year, as they have done for the past few years, the Catholic Schools Office commissioned a Queensland based company, MYP Corporation to conduct parent, staff and student surveys of the St Nicholas School community. The 5 areas surveyed were: Leadership, Resources, Catholic Ethos, Teaching/Learning and Improvement Process. The results are based on a 5 point scale: 4-5 An excellent outcome, 3-4 A fair to good score, 2-3 A poor result, 1-2 There are significant issues, 0-1 Very poor result.

Students rated the school 4.59 on Leadership, 4.38 on Resources, 4.65 on Catholic Ethos, 4.55 on Staff Engagement and 4.54 on Improvement Process. The results and comments made in the survey help inform the School's Annual Development Plan.

This data is important in helping the school plan for the following year as well as addressing pressing concerns as soon as possible.

Teacher Satisfaction

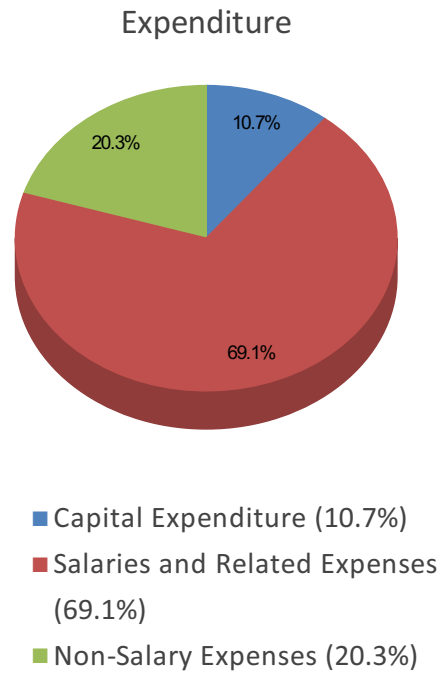
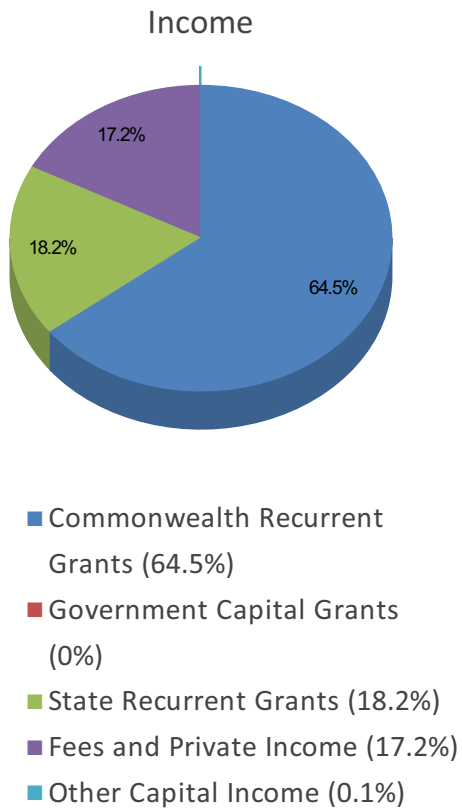
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Teachers rated the school 4.59 on Leadership, 4.38 on Resources, 4.65 on Catholic Ethos, 4.55 on Staff Engagement and 4.54 on Improvement Process. The results and comments made in the survey help inform the School's Annual Development Plan.

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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	\$3,288,370
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$929,588
Fees and Private Income ⁴	\$879,493
Other Capital Income ⁵	\$4,000
Total Income	\$5,101,451

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$573,943
Salaries and Related Expenses ⁷	\$3,711,935
Non-Salary Expenses ⁸	\$1,089,718
Total Expenditure	\$5,375,596

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> .