

St Joseph's Primary GLEN INNES
Annual School Report to the Community

2015



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Principal

Ms Maria Mowle

ABOUT THIS REPORT

St Joseph's Primary is registered by the Board of Studies, Teaching and Educational Standards NSW. The Catholic Schools Office, Armidale the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The *Annual School Report to the Community* provides parents and the wider School community with fair, reliable and objective information about School performance measures and policies, as determined by the Minister for Education. The *Report* also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the School community and the Catholic Schools Office, Armidale. This *Report* has been approved by the Catholic Schools Office, Armidale in consultation with the Regional Consultant who monitors that the School has appropriate processes in place to ensure compliance with all Board of Studies, Teaching and Educational Standards, NSW requirements for Registration and Accreditation.

This *Report* complements and is supplementary to School newsletters and other regular communications. Further information about the School may be obtained by contacting the School or by visiting the School's website.

Principal's Message

St Joseph's School aims to educate students so that they can take their place in the world as successful lifelong learners, meeting the demands of an ever-changing world with creativity and confidence. The students' needs are central to decisions which are made at the school, which focus on supporting quality teaching. A key focus point for the school is to strive to engage learners in varied experiences that maximise individual learning outcomes, and enabling students to achieve their fullest potential. Good quality reliable and rich data informs this learning. A professional collaborative learning community enables teachers to design quality experiences for students. The staff commitment and expertise ensure that the students thrive in a safe and stable learning environment. The school implements the Diocesan Literacy Enhancement Strategy.

Students, staff and parents working in a partnership of commitment, and passion is central to the achievements of St Joseph's School. The partnership creates highly effective schooling; and is a significant dimension of the school.

The celebration of Liturgy, the transmission of knowledge and experience of the faith is central to St Joseph's.

Parent Body Message

His Holiness Pope Francis said: *Let us all remember this: one cannot proclaim the Gospel of Jesus without the tangible witness of one's life.* Based on Catholic Faith and Practice, our students bear witness through participation in liturgy and participation in sacramental programs.

NAPLAN results were outstanding with growth evident. Students gained Credits, Distinctions and High Distinctions in ICAS tests.

Students enjoyed cultural activities: singing at the Celtic Festival, Eisteddfod, and Catholic Schools concert. They supported the Show, and local Exhibitions. On the sporting field with students represented the school at Diocesan, Polding and State level.

The Board oversaw improvements, including a new fence on two boundaries improving security and aesthetics. The MacKillop block was repainted. The purchase of equipment for our school was approved, improving their learning. Improving the school IT included the purchase of Chromebooks. Our dedicated parents participated in activities including: reading groups, book club, the canteen at the athletics carnival, selling tickets, training sporting teams, attending

assemblies and Mass. The P and F had huge success with a Golf Ambrose.

Student Body Message

The School Leadership Team at St Joseph's School works towards upholding the school motto 'Act Justly'. Our main endeavours this year included fund raising for the Missions. We conducted a talent quest, Crazy Hair Day, sausage sizzle and Mufti days. School leaders were prominent in their representation at community events such as ANZAC Day, Remembrance Day, World Day of Prayer and Catholic Schools Week. Visitors to our school were welcomed by the school leaders. These included Police and Ambulance Officers, visiting productions and Caritas representatives. The School Leadership Team which was elected by students, enjoyed the opportunity afforded them to develop their leadership skills in 2015.

SECTION TWO: SCHOOL FEATURES

St Joseph's Primary is a Catholic systemic Co-educational School located in GLEN INNES.

The school takes its mandate from the Diocesan Mission Statement, to Proclaim, to Witness and to Serve. As part of the Parish Community, it shares its task of imparting Catholic traditions while respecting and appreciating the traditions of other Christians. The parents' role as prime educators of their children means the school looks to them, along with the parish priest, staff and students to form a Christian community. Valuing each person's uniqueness, we support each other in providing knowledge, skills and attitudes which contribute to the total development of the student. In our relationships we respect and affirm one another and live according to Gospel values. Truth, compassion and forgiveness characterise our mission to bring about a more just society. 'This is what God asks of you. . . to act justly, to love tenderly and to walk humbly with your God.' *Micah 6:8*

Founded by the Sisters of St Joseph of the Sacred Heart to provide Catholic co-education, the Sisters maintained their presence in the school from 1884 to 1995. A lay principal was then appointed. From 2006-2010 a Sister of Saint Joseph was appointed as Principal. In 2011 a lay Principal was again appointed to the school. The traditions and ideals established by the Sisters of St Joseph have significant influence in the school. The school opened on 21st January, 1884, a wooden building erected next to the church, with an enrolment of 30 students, and continues to thrive with an enrolment of 219 students in 2015. Initially catering for day pupils, boarding facilities were soon provided. The boarding section closed in 1978. A two-storey block was completed in 1926. Succeeding years saw a number of extensions to its buildings. St Joseph's College, a separate secondary school, was opened in 1969, and extended until 1997. In 1988, the college and school amalgamated to form a school from Kindergarten to Year Ten. At the end of 2001, the secondary department closed. The school remains a thriving primary school. The buildings were refurbished in 2011 to provide the school with a new library and hall. In 2014 a substantial walkway cover was built, uniting the infants and primary sites. St Joseph's has a strong focus on the achievement of personal best. Laptops, Ipads, smartboards/interactive TVs, Chromebooks, and AirDrop are available in all classrooms.

Situated at the junction of the Gwydir and New England Highways, it is located within spacious grounds. Glen Innes is part of the New England Tablelands and site of the Australian Standing Stones. The main industries are agriculture, viticulture, sapphires and tourism. The population of the area was c.8000. Most students live within the Glen Innes municipality with the remaining students travelling to school by bus from outlying areas.

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
117	99	1	216

* 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 95.13%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	95.01%
Year 1	96.00%
Year 2	95.03%
Year 3	96.42%
Year 4	95.33%
Year 5	94.98%
Year 6	93.13%

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
13	10	23

* This number includes 10 full-time teachers and 3 part-time teachers.

Percentage of staff who are Indigenous	5%
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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	Day 1: Curriculum Development and Compliance Requirements.
Term 2	Day 2: Christian Anthropology and the Primacy of God. Day 3: Implementation of Catholic Professional Learning Community.
Term 3	Day 3: Occurred Term 2 as above.
Term 4	Day 4: Asthma and Anaphylaxis. Implementation of new History and Geography Syllabuses. Day 5: Analysis of RE test results, understanding faith, AITSIL, Professional Learning Plans and Peer Observation.

During 2015 the school had a strong focus upon developing into a Catholic Professional Learning Community, with professional learning teams created in Infants and Primary. As a result, significant professional learning facilitated by Hawker Brownlow Professional Learning Solutions was engaged in by staff. This professional learning to facilitate the continued implementation of authentic professional learning community will continue in 2016.

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.	12
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 Joseph's 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.

St. Joseph's School is part of St. Patrick's Parish Glen Innes. The Principal and Religious Education Co-ordinator work closely with the Parish Priest. The Parish Priest was a regular visitor to the school. The Liturgical life of the school is based on the liturgical celebrations throughout the Church calendar, particularly Lent, Easter, Advent, Christmas and significant Feast days. The students and parents had many opportunities to celebrate the Eucharist at Whole School and Class Masses. Masses were celebrated weekly with each stage having two Masses a term to prepare and celebrate. The themes for these Masses were based on the Liturgical Seasons and Religious Education lessons taught. Each Primary class participated in the sacrament of reconciliation once in the year. Whole school liturgies were celebrated for the start of the school year, Ash Wednesday, Feast of St Joseph, Mother's Day, Father's day, ANZAC Day, Feast of St Mary MacKillop, National Aboriginal and Torres Strait Islander (NATSI) week, Remembrance Day, and the end of the school year. School meetings (e.g. P& F, Board, Staff and Class) and assemblies started with a prayer. Staff also celebrated Staff Prayer each Friday morning with staff taking turns to lead. Prayers were also prayed in each class every morning, prior to meal times and at the conclusion of the day. Staff participated in a staff Mass each term.

There were three Parish Sacramental Programs. Year 3 students made their First Reconciliation and First Communion while Year 6 were Confirmed. Two staff members attended the Armidale Diocesan retreat days. All staff participated in a Spiritual Formation Day. A number of staff members attended a twilight prayer evening. Students participated in class and whole school prayers such as school assemblies, opening school prayer, ANZAC Day and Remembrance Day. The students in Years 5 and 6 attended retreat days prepared and lead by staff members.

The whole school community, through the Student Representative Council and Mini Vinnies, raised funds for CARITAS, Children's Missions and the local St Vincent de Paul Society. Social Justice was integral to the religious education Curriculum. Individual teaching units addressed social Justice issues. Students visited the local Aged Care facilities to present concert items for the residents.

The school is closely linked to St Patrick's Parish. Staff delivered the parish sacramental lessons and organised First Reconciliation, First Communion and Confirmation. Some students were altar servers at school and weekend Masses. The school was involved in the Parish celebration of Ash Wednesday, Holy Thursday, Feast of St Mary of the Cross MacKillop, and the Family Christmas Eve Mass.

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.

The curriculum focuses on creating 21st century learners, able to use the knowledge, skills, behaviours and dispositions that they require to thrive in the world. Improvement strategies, designed to meet the needs of students occur. Catholic Principles and Values were incorporated in at least one KLA. The Diocesan Learning Enhancement Strategy focused on enhancing student achievement in Literacy and Numeracy. The school also offered Reading Tutor and Comprehension programs. Students access eBooks through the school's Overdrive library. Whole school analysis of NAPLAN and PAT Comprehension and Mathematics data occurred. Student's individual needs were met in a wide range of differentiated learning experiences, with teachers planning curriculum in stage levels. Whole school professional learning focused on implementing a Catholic Professional Learning Community. Educational Assistants, including an Aboriginal Education Assistant, assist teachers to support the learning needs of students.

Academically the students achieved their individual best and performed well. The results in NAPLAN were again strong for the cohorts, continuing the school's tradition of excellent achievement, with a large number of students excelling and achieving the top bands. In year 3 the school was above the state and Diocesan mean for Writing, Numeracy, and Grammar and Punctuation, and above the Diocesan mean for Reading. In Year 5 the school was above the State and Diocesan mean for Reading, Writing, Numeracy, and Grammar and Punctuation, and above the Diocesan mean for Spelling. Students took part in State wide competitions with excellent results.

The integration of ICT in student learning was enhanced by the provision of more ICT hardware with the purchase of more laptops and Chromebooks meaning the school has a 1:2 ratio of device to student. The employment of an ICT assistant also contribute to the integration of ICT into pedagogy.

The students had many successes in a variety of sports, including: swimming, netball, rugby league, touch football, netball, athletics, OzTag, cricket and cross country, representing at Diocese and Polding. Many students obtained representative honours, including at NSW PSSA Level. Representatives visited the school for skill development in a number of major sports.

Students perform with credit at community celebrations and school and class Masses. Students sang at the local Celtic Festival. Students had entries in the Glen Innes Show in a wide variety of sections, most notably in the Floral Art section. The school participated in the ANZAC March, Red Cross Christmas Tree Display. Visits from authors, musicians, school bands and Life Education occurred. The students accessed a range of excursions both within and outside the local community.

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	45.00%	48.20%	6.00%	11.00%
	Writing	55.00%	46.80%	0.00%	7.40%
	Spelling	42.00%	41.10%	19.00%	14.50%
	Grammar	55.00%	51.80%	13.00%	10.70%
	Numeracy	45.00%	33.60%	6.00%	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	37.00%	33.40%	13.00%	18.20%
	Writing	26.00%	19.10%	13.00%	17.50%
	Spelling	32.00%	32.60%	13.00%	15.30%
	Grammar	45.00%	36.20%	13.00%	16.20%
	Numeracy	23.00%	27.50%	3.00%	15.80%

Student Welfare Policy

No changes were made to the Student Welfare Policy

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

Discipline Policy

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

No changes were made to the Discipline policy.

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 student leaders, consisting of the School Captains, House Captains and Student Representative Council, were wonderful role models for younger students and accepted responsibility for a number of tasks around the school. The school contributed to the Glen Innes community through participation in the local show, ANZAC and Remembrance Day ceremonies, as well as the Celtic Festival, World Day of Prayer, and the Red Cross Christmas Tree Display.

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

The 2015 school year focused on the continued provision of opportunities for educational experience that ensured student engagement so that each student fulfilled their individual potential. The continuation of the Diocesan Learning Enhancement Strategy supported this goal. The implementation of the new NSW Syllabuses for the Australian curriculum for Science and Mathematics occurred. Using the Diocesan Strategic Intent as a framework, and through appropriate use of resources, the school achieved the following priorities: 1. provision of professional learning in the context of collaborative learning communities that assisted teachers to design quality experiences for students; 2. consolidation of programs and practices to build resilience and enhance all aspects of well-being; and 3. the continued use data to inform the learning process, and to set targets for achievement. The school fostered and nurtured positive family-school partnerships, partnerships within and between schools, parishes, the Catholic Schools Office, the Diocese and the local community. Staff formation to further staff commitment to and participation in the evangelising mission of Catholic schools occurred.

Priority Key Improvements for 2016

Within the context of a Catholic Professional Learning Community the school will focus on furthering learning for all, continuing to develop a collaborative culture and focusing on student results. The emphasis will be on each student learning to their fullest potential. Professional learning will occur in *Response to Intervention* for student results. Using the Diocesan Strategic Plan as a framework with a concentration on implementing the National School Improvement Tool domains of *differentiated teaching and learning* and *effective pedagogical practice*, and through appropriate use of resources, the school has determined the following priorities: 1. to improve literacy and numeracy outcomes for students by using data to support differentiation and effective pedagogy; 2. to ensure effective learning for all by using appropriate intervention; 3. to further the use of inquiry based learning; 4. to further the development of contemporary pedagogy through the use of technology as a tool for learning. The school will continue professional learning in Catholic Values and Principles for staff to further their commitment to and participation in the evangelising mission of the school.

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

During 2015 an independent company was employed by the Armidale Diocese to conduct a comprehensive survey covering all aspects of school life. The survey covered the following areas of Leadership, General, Resources, Teaching and Learning, Improvement Processes and Catholic Ethos. Parents were invited to complete surveys on their satisfaction regarding the school. Parents rated the school as excellent in all areas listed above, except School Improvement which was still rated highly as good. The school will make further efforts to publicise its improvement plan. The School Board and Parents and Friends Association also provide valuable feedback to the school.

Student Satisfaction

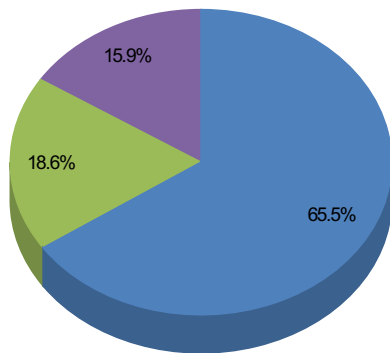
During the course of 2015 an independent company was employed by the Armidale Diocese to conduct a comprehensive survey covering all aspects of school life. The survey covered the following areas of Leadership, General, Resources, Teaching and Learning, Improvement Processes and Catholic Ethos. Students completed surveys on their satisfaction regarding the school. Results of the survey for the overall satisfaction score for each of these groups was high. Students rated the school as excellent in the areas of Catholic Ethos, Teaching and Learning, General and Leadership. They rated the areas of Improvement Processes and Resources as very good. The Student Representative Council meet frequently and provided feedback to the school.

Teacher Satisfaction

Processes to determine teacher satisfaction incorporated a school satisfaction survey including a comprehensive report, staff meetings and anecdotal evidence. In particular, during 2015 an independent company was employed by the Diocese to conduct a comprehensive survey covering all aspects of school life. The survey covered the following areas of Leadership, General, Resources, Teaching and Learning, Improvement Processes and Catholic Ethos. Teachers completed surveys on their satisfaction regarding the school. Staff rated the school as excellent or good in all areas. Staff were involved in the formulation of the schools' strategic intent and annual plan.

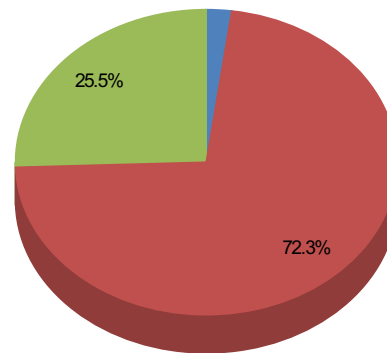
SECTION ELEVEN: FINANCIAL STATEMENT

Income



- Commonwealth Recurrent Grants (65.5%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.6%)
- Fees and Private Income (15.9%)
- Other Capital Income (0%)

Expenditure



- Capital Expenditure (2.1%)
- Salaries and Related Expenses (72.3%)
- Non-Salary Expenses (25.5%)

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	\$1,778,295
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$504,212
Fees and Private Income ⁴	\$431,374
Other Capital Income ⁵	\$0
Total Income	\$2,713,881

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$56,214
Salaries and Related Expenses ⁷	\$1,899,187
Non-Salary Expenses ⁸	\$670,424
Total Expenditure	\$2,625,825

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> .