

St Edward's Primary TAMWORTH  
Annual School Report to the Community

2015



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**Principal**

Mr Gary McSweeney

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## ABOUT THIS REPORT

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St Edward'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**

If a school is to play an effective role in the education of children it is essential that there be a cooperative teacher-parent relationship. Indeed, because of the dominant influence of the home on the course of a child's development, Catholic education must be a three-way communication process involving teacher, parent and child. As a school, we can build upon the foundations already put in place by you, the parents. We can nurture those foundations, build upon them, provide the necessary materials for the next level and be there if and when there is a problem. We work in partnership with you to ensure that we provide the best possible experiences for your child. I can assure you that St Edward's School will offer a warm, friendly and safe environment in which your child will be encouraged to achieve his/her full potential. Together we will celebrate the achievements of your son or daughter. We look forward to working with you and your child as together we strive to empower children to be responsible and successful in our ever changing world.

### **Parent Body Message**

During the year the proposed new student drop off and pick-up zone has been investigated and initiated, along with plans to upgrade the Primary library. There has been a strong focus on continuous improvement of academic results within the school, which has been extremely well supported by the teachers and support staff. St Edward's continues to have staff recognised for outstanding contributions to student learning and is to be commended for the dedication shown by all to developing and improving the curriculum and the learning outcomes for students. St Edward's continues to promote and encourage the involvement of parents in the education of their children. Parents are now able to keep up to date with what is happening at school through the school website and Facebook, as well as the more traditional weekly newsletter. Parents are welcome to communicate with class teachers and to participate in school open days held throughout the year. The St Edward's School Parents Association continues to do a tremendous amount of work behind the scenes raising money to help out with school funding.

### **Student Body Message**

The year as school leaders has been exciting and challenging at the same time. The level of expectation has increased lots over this year, but this has come with a greater level of respect from teachers and younger students alike.

Beginning this year, we were all very nervous regarding how we would go as the school's new senior group. But as time goes on, we feel more confident in ourselves, feeling that we can face

almost anything that is thrown at us.

With this increased responsibility, new opportunities have risen. These include being able to attend Young Leader's Day, organising school events (disco, fundraising, assembly) and assisting younger students in feeling accepted at school. These are things that we will look fondly back on in our later years.

St Edward's is a great school. The support provided by our teachers makes us feel excited and eager to learn. While we also get to spend time with other students, who since starting school have now become our lifelong friends. We would like to thank all staff and students for our time at St Edward's and the privilege of being able to represent them as school leaders.

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## SECTION TWO: SCHOOL FEATURES

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

Our school is the largest Catholic Primary School in the Armidale Diocese and is situated on two sites, a kilometre apart. The Infants Campus in Robert Street has 241 students and the Primary Campus in Hillvue Road has 330 students, with a total of 571 students, as at December 2015. This student population is made up of six nationalities with fifty eight Indigenous Students. There are 3 class groups in each grade, with no composite classes, making a total of 21 class groups. In 2015 the School enrolled 79 new Kindergarten students and throughout the year a further 30 students enrolled with 22 students leaving the School. The school was originally known as St Mary's Church School. It was officially opened by Bishop Doody on 31st January 1954. The first teachers were two sisters of St Joseph: Sister Angela Demas and Sister Thomas. The school has continued to grow steadily over the years and now is a three streamed school from Kinder to Year 6.

Specialist teachers deliver engaging and exciting programs to all classes in art, dance, gymnastics and tennis. The students look forward to these lessons and participate enthusiastically.

A Stage 3 Spelling Bee Competition is held annually, which since its inception has contributed to a noticeable increase in the standard of spelling. A Spelling Champion is chosen from each grade and these students are awarded a trophy for their achievement. Year 6 students also compete in a Public Speaking Competition. Trophies are awarded to high achievers and encouragement medallions are also presented to the most improved students. All students are encouraged to complete The Premier's Reading Challenge. Each year we provide an opportunity to showcase the student's talent and participate in Ed's Factor. Students also have the opportunity to learn Guitar and Piano as well as attend lessons from a vocal coach.

The school provides sporting opportunities including Rugby League (NRL), Basketball, Netball, Touch Football, OzTag, Waterpolo, Hockey and Cricket and Football (Soccer) teams and clinics.

Each year, grade teachers organise a number of excursions, which are related to specific units of study. A range of educational incursions are also offered throughout the year. Staff First Aid qualifications are upgraded each year to ensure student safety within the school and during all excursions.

Regular celebrations and events occur throughout the year, including Catholic Schools Week, Literacy and Numeracy Week, NAIDOC Week, Book Week, and various fund raising efforts throughout the year for the school and for charity.

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## SECTION THREE: STUDENT PROFILE

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### 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
283	289	8	572

\* 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 94.44%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	94.50%
Year 1	93.55%
Year 2	94.09%
Year 3	95.56%
Year 4	95.72%
Year 5	94.26%
Year 6	93.39%

## **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.

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## SECTION FOUR: STAFFING PROFILE

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The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
35	17	52

\* This number includes 22 full-time teachers and 13 part-time teachers.

Percentage of staff who are Indigenous	8%
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### Professional Learning

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

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

<b>Term 1</b>	Australian Curriculum - Science Inservice
<b>Term 2</b>	Catholic Principles and Values
<b>Term 3</b>	Australian Curriculum - History Inservice
<b>Term 4</b>	Strategic Planning Annual School Report

Staff have participated in many Inservice opportunities including the Bishop's Inservice on Core Values and Principles, Non-Violent Crisis Intervention Training, History and Geography Curriculum Inservice and Anita Chin Modules.

During 2015 our teachers worked hard to incorporate the use of technology in the classroom. We were fortunate enough to be introduced to the Google suite and all its capabilities. Teachers have embraced this opportunity and implemented many features of the Google suite enthusiastically, not only into their teaching program but into their classrooms.



## Teacher Standards

The following table sets out the number of teachers who fall into each of the categories determined by the Board of Studies:

<b>Teacher Qualifications</b>		<b>Number of Teachers</b>
1	Those having formal qualifications from a recognised higher education institution or equivalent.	31
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

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## SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

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St Edward'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.

Primary classes have celebrated regular Masses throughout the year. Grade Liturgies are celebrated at the Infants once a term and opportunities for Reconciliation were provided to Primary classes on a weekly basis. The whole school attended an Opening and Closing school Mass, Mass on other important Feast Days (St Patrick's Day, St Edward's Day and Mary Help of Christians), and Holy Days of Obligation. The Primary children attended Mass on Ash Wednesday as well. Monthly Family Masses have continued this year in Buddy grade groups and it is pleasing to see that attendance has grown. Monthly Staff Masses at 7.00am on Monday mornings have also continued. This initiative was formulated from our Strategic Management Plan. These Masses have helped bond parish and school together, and again have been a highlight of our 2015 year.

The staff assemble for prayer once a week on each campus and children pray at assembly each day as well as in class at various times. During October, each class focused on The Rosary, and every student began their school day by praying the Rosary. SRC were involved in a pilgrimage to celebrate the Year of Consecrated Life. 47 children were Confirmed, 42 made their First Eucharist and 49 their First Reconciliation.

Staff participated in two after school retreats (Term 2 and Term 3) lead by the CSO Renewal Team. Staff also participated in the Catholic Values and Principles Professional Development Day, lead by Bishop Kennedy, in Term 2. Staff also had the opportunity to attend retreats organised by the Catholic Schools Office.

During 2015, St Edward's students raised money for: Project Compassion(\$917); Catholic Childrens' Mission(\$1020); Caritas (\$675); Hands for Nepal (\$4018) and St Vincent de Paul (\$595). Children also donated a large collection of goods which was given to the St Vincent de Paul's Christmas appeal.

At present we have the School Principal and Primary REC on the Parish Council. A number of teachers perform the following roles - Children's Liturgy leaders; Readers and Eucharistic Ministers and musicians; this is in addition to a large number of children who serve on the altar. We advertise parish events in our school newsletter and on notice boards and we regularly have information in the Parish Bulletin. Copies of our school newsletter are available in the foyer of the church each week. We support the work of the catechists by supplying classrooms and resources.

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.

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## SECTION SIX: CURRICULUM

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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 Edward's Primary School follows the Board of Studies syllabus for each subject offered (as required for registration under the Education Act 1990) and implements the curriculum requirements of the Catholic Schools Office.

This year we were very fortunate to have extra funding to allow teachers to be released from class to work together to ensure the new curriculums: English, Mathematics and Science, were implemented effectively. St Edward's has under the NSW Literacy and Numeracy Action Plan (LNAP), received an proportionate allocation of teacher time to support and monitor the implementation of the K-2 Diocesan Learning Enhancement Strategy.

English and Mathematics Stage Content trackers for teachers' programs were implemented to efficiently track content covered and research was conducted on forms of assessment and reporting to implement into St Edward's Primary School.

We implemented from Kindergarten - Year 6, a daily writing session to encourage children to further develop their writing skills. We devised an editing guide for students, assessment rubrics and writing assessment tasks across Kindergarten to Year 6.

To further enhance the students' writing we reviewed how we teach spelling in the School. The Spell-It program was implemented in Years 4-6 and a Spelling Scope and Sequence developed from Kindergarten - Year 6.

Student outcomes in Literacy were improved significantly through students accessing Intervention Programs such as Pre-Lit, Mini-Lit, Reading Tutor Program and The Group Reading Program. These programs was well received by the school community and all students developed strong early reading skills. Teachers were very successful in tracking student's progress on the Literacy Continuum.

The 'Socrative' program was introduced to teachers which will allows teachers to set assessments for children and receive live results as the test is completed. This program was used for English, Mathematics and Religion assessments.

With the implementation of the new Science curriculum St Edward's focused our approach on introducing the value of introducing the children to scientific processes from Kindergarten to Year 6, particularly investigation and experiment based lessons. With our units having a focus on Working Scientifically and Working Technologically, this resulted in a lot of hands on activities building on student knowledge about the world around them whilst also getting students to question phenomena.

Towards the end of 2015, all staff had an opportunity to receive professional development on the new History Curriculum, which will be implemented in 2016.

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**SECTION SEVEN: STUDENT PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS**

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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
<b>Year 3</b>	<b>Reading</b>	42.00%	48.20%	13.00%	11.00%
	<b>Writing</b>	29.00%	46.80%	8.00%	7.40%
	<b>Spelling</b>	32.00%	41.10%	19.00%	14.50%
	<b>Grammar</b>	34.00%	51.80%	17.00%	10.70%
	<b>Numeracy</b>	26.00%	33.60%	16.00%	15.20%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
<b>Year 5</b>	<b>Reading</b>	25.00%	33.40%	28.00%	18.20%
	<b>Writing</b>	8.00%	19.10%	12.00%	17.50%
	<b>Spelling</b>	28.00%	32.60%	22.00%	15.30%
	<b>Grammar</b>	24.00%	36.20%	24.00%	16.20%
	<b>Numeracy</b>	9.00%	27.50%	33.00%	15.80%

### **Student Welfare Policy**

No changes were made to the policy this year.

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

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### **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.

Our Discipline Policy was not altered. We continued to incorporate the use of the Student Tracker program which was upgraded throughout the year.

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

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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**

During 2015 Year 6 students continued to visit St Andrew's Retirement Village each fortnight. Residents from the Village also helped with Reading groups at our Primary campus each week.

Staff and students continue to give generously to social justice appeals, including Caritas, St Vincent de Paul, Catholic Mission and the Drought Appeal. Staff and the parent community continued to make a big difference in the lives of many through our Pastoral Care program.

Many awards are presented to students throughout the year, such as 'Student of the Week', Respect Rules Award and Value of the Week (Integrity, Respect, Doing your best, Learning, Having fun, Friendship, Teamwork, Caring, Acceptance) Award. These awards provide opportunities to show each student they are valued and to recognise their commitment to our St Edward's School community.

Many clubs are run by staff at St. Edward's Primary School to provide the students with a variety of opportunities within our school. The clubs include Chess Club, Passive Play, Library, Ipad and Green Team. All these clubs are designed to foster respect for others and self, and develop a sense of personal 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**

1.Continued to set targets for Literacy and Numeracy in all grades to closely monitor school improvements.2.Staff were inserviced on the new Science curriculum and implemented this Syllabus. Whole school Scope and Sequences and Teaching and Learning programs were developed.3.Teachers were provided with Professional Development on the History and Geography Syllabi with implementation to commence in 2016.4.In line with the Cross Curriculum priorities we continued to expand our environmental focus by maintaining and enlarging our vegetable gardens and integrating this into the students' learning.5. Professional Development for staff on the Google suite. Students and staff have also been introduced to the School's Intranet to integrate technology more into teaching and learning.6. As part of a Catholic Professional Learning Community staff were introduced to Professional Learning Plans and Professional Learning Teams.7.Introduced the Spell-It program from Years 4 – 6 and used this to link with our writing focus to help with developing spelling and editing skills.

### **Priority Key Improvements for 2016**

1.Staff will be provided with a range of professional learning opportunities in regular staff meetings including the AITSL standards and Policy documents.2.To implement fully the History and Geography Curriculums through professional development of staff.3.A focus on Assessment for, as and of learning.4.Increased opportunities for teachers to work collaboratively together to improve teaching and learning outcomes.5.Staff become more familiar with the use of Professional Learning Plans within a Catholic Professional Learning Community.6.Continued support and Professional Development in using the Google Suite and implementation of various aspects of the Google Apps. 7.Staff participate in the Well Being survey conducted collaboratively with St Nicholas' staff and participate in desired workshops to improve overall well-being.8.Building stronger links between Year 2 and Year 3 with particular focus on Writing and Spelling and plotting students on the continuum K-3. 9.Developing Professional Learning Teams to monitor the progress of our action research.10.Staff and Students access Intranet and Grade Blog pages.11.Implementation of all correspondence to parents and carers via internet.

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

**Parent Satisfaction**

In 2015 the school participated in online surveys for the fourth time. Approximately 41% of families completed the survey. The collective feedback from the parents of St Edward's school was overwhelmingly supportive of our school with an overall satisfaction rate of 82% across the five surveyed areas. Parents were extremely satisfied with all aspects of school life surveyed and appreciate the care and concern the teachers have for the students. This important feedback helps give direction for the School, Parent's Association and School Board to further develop and improve our school.

**Student Satisfaction**

In 2015, 92% of students from grades 4 and 6 participated in an online survey. Our school achieved an overall satisfaction rate of 86% across the five surveyed areas. The students view the school in a positive manner. Students are given a variety of opportunities to comment on the school throughout the year, especially through our Student Representative Council. This provides areas for the SRC to improve on.

**Teacher Satisfaction**

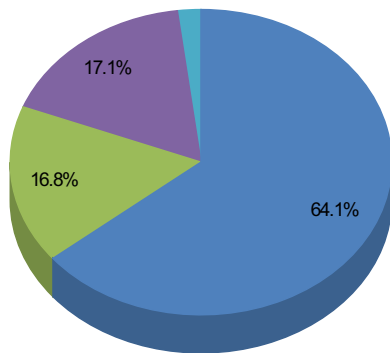
Staff are provided with a number of different avenues to provide feedback to the St Edward's School, such as online surveys, staff meetings and teacher mentor/buddy system. In the satisfaction survey completed by our Staff our school achieved an overall satisfaction rate of 84% across the five surveyed areas. Staff are exceedingly supportive towards our school environment and display a positive view of our school.

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**SECTION ELEVEN: FINANCIAL STATEMENT**

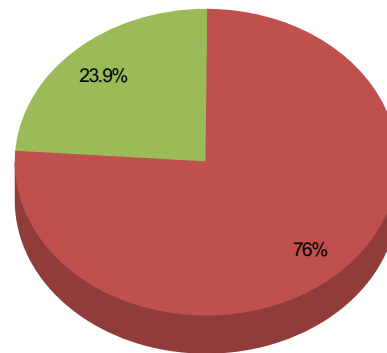
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Income



- Commonwealth Recurrent Grants (64.1%)
- Government Capital Grants (0%)
- State Recurrent Grants (16.8%)
- Fees and Private Income (17.1%)
- Other Capital Income (2%)

Expenditure



- Capital Expenditure (0.2%)
- Salaries and Related Expenses (76%)
- Non-Salary Expenses (23.9%)

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 <sup>1</sup>	\$4,187,970
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,094,006
Fees and Private Income <sup>4</sup>	\$1,118,040
Other Capital Income <sup>5</sup>	\$129,455
<b>Total Income</b>	<b>\$6,537,939</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$9,104
Salaries and Related Expenses <sup>7</sup>	\$4,333,115
Non-Salary Expenses <sup>8</sup>	\$1,362,824
<b>Total Expenditure</b>	<b>\$5,705,043</b>

For the 2015 year the St Edward's Primary received \$8,468 as Interest Subsidy.

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

**Notes**

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

**Enrolment Policy**

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> .