

2023

ANNUAL SCHOOL REPORT



St Johns College

162 Sheraton Road, DUBBO 2830

Principal: Nicole Morton

Web: <http://www.stjohnsdubbo.catholic.edu.au>

About this report

St Johns College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Education Diocese of Bathurst (CEDB). CEDB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CEDB. Additionally, the Report complements and is supplementary to other forms of regular communication to the College community regarding initiatives, activities and programs which support the faith formation, learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as College and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the College's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the College directly or by visiting the College's website. Information can also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

St Johns College has a strong tradition of academic excellence, sporting prowess and providing a range of opportunities for our students to achieve success in all facets of their learning. At St Johns, our faith inspires us all to engage in a better way of being. Our motto of 'Christ is my Light' guides us all in the pursuit of knowledge, wisdom, compassion and truth. As a Catholic school community we are people of hope. We believe in the dignity and inclusion of all which promotes a deep sense of belonging. The pastoral care of our students is informed by our faith and motivated by our intrinsic desire to see each student's gifts and talents grow whilst in our care at St Johns College.

We believe partnership with our parents is vital to support the learning growth of our students. It is in partnership that we ensure that your student has the opportunity to grow throughout their journey at St Johns College. Our focus is on building stronger relationships to promote a greater sense of belonging for all.

Our learning focus at St Johns centralises academic care for all of our students. Learning at St Johns College is not just confined to the classroom - learning encapsulates all aspects of spiritual, social, physical and academic growth. We encourage all of our students to be courageous in their learning in the pursuit of their goals and achievements.

Parent Body Message

2023 was a difficult year for the St Johns community. An extraordinary rain event in Dubbo, in mid February caused extensive flooding throughout the town and district and St Johns was not spared. In fact, there was extensive and substantial damage to buildings with water and sewerage entering buildings causing the school to be closed for a number of days and then significant disruption to normal routine and learning. The staff and students are to be commended for the way they continued on despite the difficulties and while the inside of all buildings has now been repaired/replaced much work is still needed to be done on external landscaping and drainage.

The Teach More Manage Less (TMML) program was introduced, in 2022, with a whole school focus on creating positive learning environments that support willing and active participation in the learning process. This program has continued in 2023 and assisted families in understanding the process the college used to assist students to better manage their attitude to learning.

This year a new learning management system, CANVAS, was introduced. Its ultimate goal is to provide parents with a clearer understanding of and greater access to their child's learning both in terms of content and assessment. As parents we look forward to the development of this new initiative.

Student Body Message

We wish to recognise the tremendous achievement of completing 13 years of schooling and thank the school community, Mrs Morton, Mr Whitton, Fr Greg, Mrs Burden and all of our teachers for their support and guidance over the past six years. Despite the challenges and adversities thrown in our way, we have managed to navigate our way through, with the support of the College community. St Johns College has given us the opportunity to blossom into young adults who will be able to enact the college values of Respect, Encourage and Belong. It was an honour to represent the students of St Johns College and to be part of an active and dedicated student leadership team.

The most rewarding aspect of our leadership role was being able to support charities within Dubbo and experience the challenge and satisfaction of social outreach. There are so many people worse off than ourselves and the experience of meeting and assisting these people is humbling and gave us a marvellous insight into the strength of the human spirit.

We urge all students to make the most of the opportunities presented to them at St Johns for it will enable them to develop their talents and realise their potential

School Features

St Johns College is a Catholic systemic co-educational school located in Dubbo. The College was established in 1969 for students in Years 7-10. This was the amalgamation of De La Salle Boy's College (1936) and St Patrick's College for Girls (1880s). The College was then extended to Years 11 and 12 in 1986 with the first HSC Class graduating in 1987.

Our focus on faith and pastoral care is the cornerstone of all that we do at the College. We are informed by our Mission - Respect, Encourage and Belong. St Johns College is dedicated to educating students in an inclusive, Catholic, Christ-centred environment. We promote respect and encourage students to reach their potential, creating a community to which we all belong.

Our learning focus at St Johns centralises on academic care for all of our students. Learning at St Johns College is not just confined to the classroom - learning encapsulates all aspects of spiritual, social, physical and academic growth. Our curriculum has a focus of high levels of learning for all. There are programs in place that address students with special needs, as well as support the growth of gifted and talented students. Additionally we offer students the opportunity to engage in a range of co-curricular activities designed to provide a range of experiences to showcase all talents and gifts. These include Da Vinci Decathlon, Spelling Bee, ICAS, Inter-school Sport, Chess, Debating, Public Speaking and more.

The College transitioned to 1:1 Devices in 2022. Every student in Year 7-11 was given a Chromebook by the school. In addition to this rollout students were introduced to a new Learning Management System called CANVAS. This LMS is a portal for all learning areas providing students with 24 hour access to learning resources, assessment, feedback and support for each subject area. It also provides an outline of the A.C.T learning framework as well as a calendar of learning objectives. Students in VET subjects are supported by the Orana Trade Training Centre built on the College campus.

In 2023 we created a refurbished space for the St Johns College Chapel.

Student Profile

Student Enrolment

The College caters for students in Years 7-12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2023:

Girls	Boys	LBOTE*	Total Students
495	486	92	981

* Language Background Other than English

Enrolment Policy

Catholic Education Diocese of Bathurst has an Enrolment Policy for Systemic Catholic Schools in the diocese. The policy has been developed in the context of government and system and parish requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of a Single School Fee (which incorporates local costs), the Capital Works Levy and Subject Specific Costs. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees. Information about enrolling may be accessed through the [Diocesan website](#) under the About Us drop down menu - see Policies tab or by contacting your local Catholic School.

Student Attendance Rates

The average student attendance rate for the College in 2023 was 83.65%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
87.62	85.75	85.05	84.52	86.03	72.91

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The College, in partnership with parents, is responsible for promoting the regular attendance of

students. While parents are legally responsible for the regular attendance of their children, College staff, as part of their duty of care, monitor part or whole day absences.

College staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the College community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Executive Director of Schools and designated CEDB Safeguarding Officer are provided with regular information about students for whom chronic non-attendance is an issue and for whom the College's strategies have failed to restore regular attendance.

Student Retention Rate

Of the students who completed Year 10 in 2021, 60% completed Year 12 in 2023.

Senior Secondary Outcomes

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

Senior secondary outcomes 2023	
% of students undertaking vocational training or training in a trade during the senior years of schooling	35 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100 %

Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort.

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The Year 12 Graduating class of 2023 post school destinations:

- 70% university
- 20% TAFE/Apprenticeships
- 10% Work

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	124
Number of full time teaching staff	67
Number of part time teaching staff	16
Number of non-teaching staff	41

Total number of teaching staff by NESA category

Teachers at this College are accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead Teacher are voluntary. The number of teachers within the Diocesan Schools System at these levels is as follows:

- 45 Conditional teachers
- 35 Provisional teachers
- 712 Proficient teachers
- 1 Highly Accomplished and Lead (HALT) Teacher
- 1 Lead Teacher
- 8 HALT Candidates

Additionally, there are 13 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the College.

Professional Learning

The ongoing Professional Learning of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific professional learning, meetings and conferences, and a range of programs provided by CEDB. The College takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional learning. All teachers have been involved in professional learning opportunities

during the year related to improving student outcomes. The following information provides specific details relating to the focus of these professional learning sessions.

Summary of professional learning at this school

Staff Development days at St Johns College this year were focused on three main areas:

- Spiritual development
- Enhancing student learning growth
- Partnership with Real Schools

Our staff development days were strategically aligned to our Annual School Improvement Plan to continue to grow staff spiritually and to provide opportunities for staff to redesign learning approaches in and outside of the classroom. Our partnership with Real Schools focuses on the development of positive relationships with our students and moving towards a restorative approach in wellbeing. We work with Real Schools at least 3 times a year developing staff skills in restorative practice.

Catholic Identity and Mission

Catholic Schools have a unique role in the evangelising and educating mission of the Church. Catholic Schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

The College follows the Diocesan Religious Education Curriculum and uses the student resources *To Know, Worship and Love*, and *Understanding Faith*, as authorised by the Bishop of Bathurst.

Students in Years 6 and 8 in Catholic schools in the Bathurst Diocese undertake the Diocesan Religious Education Test annually. The test consists of multiple-choice questions with the results analysed by CEDB to inform diocesan teaching and learning in Religious Education.

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The College follows the Diocesan Religious Education Curriculum and uses the student resources 'To Know, Worship and Love', and 'Understanding Faith', as authorised by the Catholic Bishop of Bathurst.

Students in Years 7 in Catholic schools in the Bathurst Diocese undertake the Diocesan Religious Education Test annually. The school missional values of Respect, Encourage and Belong are rooted in the teachings of Jesus Christ. In our Catholic studies classrooms, students are invited into a deeper and more intimate relationship with God through their exploration of the Scriptures and an opportunity to live out Catholic and social moral teachings.

Extremely important to the College is the opportunity for each year group to attend a Retreat with their cohort. Year 12, 11 and 10 all had the opportunity to experience an overnight retreat. The College is blessed that we have staff who are so generous in the giving of their time and that the parish priest, Fr Greg Kennedy plays such an integral role in each retreat. Years 7-9 engaged in day based retreats.

Catholic Schools Youth Ministries International (CSYMI) continues to be an important link to youth ministry and a way for our students to connect to other young people in the Diocese. The opportunity for Year 10 students to run Confirmation Retreat days with Year 6 students was a great highlight.

Resources were shared with schools to run events such as iRise with their leaders. We look forward again to hosting students from around the Diocese to gather and celebrate their relationship with God. Connection to the broader Catholic community was also achieved through the running of Sunday night Mass at St Brigid's every month with students leading music, choir, readings and providing Eucharist ministers for the faithful. College links with St Brigid's Parish continues to be explored and developed.

The SJC Hall enabled us to come together as a Catholic school community and celebrate mass together, an important means of developing both faith and community.

Curriculum, Learning and Teaching

Secondary Curriculum

The College provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for secondary education. The Key Learning Areas (KLAs) are English, Mathematics, Science, Human Society and its Environment (HSIE), Creative Arts (CA), Personal Development, Health and Physical Education (PDHPE), Languages, and Technological and Applied Studies (TAS). In addition to this, the College implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

Learning is the core of what we do at St Johns College. The College provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for secondary education. Our Curriculum is strategically planned to ensure that we are prioritising literacy and numeracy skills across our cohorts. It is also planned to provide choice to our learners as we believe that students who have choice over their learning ensures that students are more engaged in their patterns of study. Our core classes offer Maths, English, Science, Religious Education, HSIE, PDHPE. Our elective options also include LOTE, TAS, CAPA and a variety of optional extras in addition to our CORE classes. This has seen an increase in students selecting a greater range of specialty subjects such as Aboriginal Studies, Graphics, Languages, Commerce, Elective History, Enrichment Maths and Literacy, PASS, Visual Design and Visual Arts, Drama, Music, Food Technology, Industrial technologies, ISTEM, Software and Design and many more. We offer three lines of electives to our students in Years 9 and 10 to assist them in developing the necessary skills and understanding of course requirements for Stage 6. It also allows students to try out subjects before immersing themselves in the offerings for Stage 6. In 2023 we will also be offering interest electives to our Stage 4 students to assist them in engaging in the pursuit of subjects that they wish to build skills or enhance existing skills in areas of passion.

In 2023 we developed our learning management system- CANVAS. The CANVAS program is a learning hub resource for students, staff and ultimately families. The program enables students to access all of their learning materials, submit assessment and to seek feedback from teachers to assist in their ability to continue to grow their learning. Our aim is to ensure that every student gains a years' worth of learning for each year at the College.

Additionally we provide a range of opportunities for students to be accelerated in their learning. In Year 10 we offer three HSC subjects for acceleration which include VET Hospitality, VET Construction and SOR 1. Our HSC subject choices are wide and varied and cater for students with diverse interests and goals. We offer Distance Education for those alternative subjects that students may wish to pursue outside of the more common choices.

Our students have the choice of selecting subjects that make them eligible for ATAR or non ATAR pathways with a strong focus on Vocational Education options.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Johns College for 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	66%	64%
	Reading	69%	68%
	Writing	56%	63%
	Spelling	78%	73%
	Numeracy	62%	67%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	45%	56%
	Reading	56%	63%
	Writing	53%	58%
	Spelling	67%	71%
	Numeracy	57%	64%

Higher School Certificate (HSC) Diocese

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

NB: A number of new syllabuses were implemented in recent years which means there was a change in either subject name and/or course number. For this reason, results from previous years may appear as 0%. Some courses no longer run and therefore will show as 0%.

We are proud of the efforts of the Class of 2023. 90 students sat for their HSC: 50 received offers from university including Medicine, Engineering, Accounting, Teaching, Business and Agriculture. 36 went into apprenticeships, traineeships or work. 1 applied for the Defence Force and another student for the NSW Police Force.

We also had non ATAR students receive direct early entry on the provision they complete foundational studies prior to starting their degree.

There were 5 SBAT students with most of them turning their SBAT into a full time job or apprenticeship. 2 SBATs were intending to go to university following their SBAT.

Year 12 2023 achieved 93 Band 5 and 6 results in the following subject areas : Advanced English, Extension Mathematics 2, Advanced Mathematics, Standard Mathematics, Biology, Community & Family Studies (CAFS), PDHPE, Software Design & Development (SDD), Visual Arts, Music 1, Studies of Religion 1, Modern History, Ancient History, Legal Studies, Society and Culture, Food Technology, Industrial Technology - Timber, Construction, Chemistry and Physics. Our Dux of the College attained an ATAR of 96.0. Three students created exceptional Industrial Technology Major Projects earning them nominations for the Shape Exhibition. A number of our early career teachers undertook HSC classes for the first time in 2023. Of particular note were the results of our Construction and our Ancient History students. Both courses were taught by first time HSC teachers who achieved high learning

gain for their students, testifying to the impact of school and diocesan initiatives in staff professional learning and mentoring in teaching Stage 6.

Our teachers have surrounded our students with the support, care and range of experiences that have led to their success in the HSC.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2021		2022		2023	
	School	State	School	State	School	State

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. In 2023, the number of students issued with a RoSA was 14

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College's Pastoral Care and Student Wellbeing policies, guidelines and procedures are underpinned by the guiding principles from The Australian Student Wellbeing Framework (ASWF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings.

Catholic Education Diocese of Bathurst Pastoral Care and Wellbeing Framework provides a vision and guiding principles that assist school communities to develop positive school cultures that promote student wellbeing and develop respectful relationships. It assists schools to identify priority areas and measure progress in the development of safe school communities. The diocesan Pastoral Care and Wellbeing Framework assists schools in:

- planning, implementing and maintaining a safe, supportive and protective learning community that promotes student safety, pastoral care and wellbeing
- creating teaching and learning communities where all members of the College community are safe from harassment, aggression, violence and bullying
- responding to new and emerging pastoral care and student wellbeing challenges.

The Diocese of Bathurst Pastoral Care and Wellbeing Framework revision began in 2021 and will continue into 2024. The Framework can be accessed at the [Pastoral Care and Wellbeing Framework](#).

The full text of the College's Pastoral Care and Wellbeing Policy and procedures may be accessed on the College's website. Changes made to the policy are notified to the community via the College's newsletter.

Behaviour Management and Student Discipline Policy

The College's Behaviour Management and Student Discipline policies and procedures are aligned to the diocesan Pastoral Care and Wellbeing Framework. The College's policy operates within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning for all students. It supports the development of positive social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of

each person is promoted at all times along with positive student behaviours while ensuring respect for the rights of all students and staff.

The full text of the College's Behaviour Management and Discipline policies and procedures may be accessed on the College's website. Changes made to the policy are notified to the community via the College's newsletter.

Anti-Bullying Policy

The College's Anti-Bullying Policy and procedures are based on and informed by Catholic Education Diocese of Bathurst policies for Diocesan Schools and are aligned to the Pastoral Care Policy and Wellbeing Framework. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying.

The full text of the College's Anti-Bullying Policy and procedures may be accessed on the College's website. Changes made to the policy are notified to the community via the College's newsletter.

Complaints Handling Policy

Catholic Education Diocese of Bathurst has a Complaints Management Policy which is implemented across the diocese. The policy recognises that at times misunderstandings, differences of opinion, and complaints and grievances will occur, and that these need to be resolved. 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 Policy and procedures reflect the legislative responsibilities and demonstrate our diocesan commitment to protect the safety and wellbeing of students while supporting our employees and volunteers working with children and young people in our educational context.

The full text of the Complaints Management Policy may be accessed on the [CEDB website](#) or by contacting Catholic Education Diocese of Bathurst.

The full text of the Complaints Management Policy may be accessed on the school website also.

In addition to this policy, there are also policies and procedures related to Child Protection, Code of Conduct and Whistle Blowers. All of these are available through the CEDB website and the school website.

Initiatives promoting respect and responsibility

Respect is one of the three missional values at St Johns College: Respect, Encourage and Belong. The focus for students and staff was on understanding respect for self, for others and our community. All of our communications with families and students focused on unpacking what respect means in our community and how it is lived in our interactions. This was achieved through college assemblies, newsletters and restorative justice meetings with students and families.

A focus on respect for self was a real focus on learning and ensuring students give of their best every lesson every day. It was also a focus on uniform as a symbol of respect of pride for one's self and promoting a sense of belonging. Respect for others included a focus on how we impact others- this was achieved through a focus on positive language and adhering to expected norms in our community. Respect for community included a focus on community based initiatives such as respecting our environment, celebrating achievement and success.

Programs that we developed to support the value of respect included:

- Real Schools Partnership & focus on restorative practices
- Rite Journey in Years 9 and 10
- Step Up program for boys and girls in Year 8
- Take Back program for girls in Year 10
- Retreat days across all year groups focused on developing relationships with self, others and God
- Aboriginal Cultural experiences for Year 7
- Immersion and Community Service program in Year 11
- Goanna Woodworks program for Aboriginal Students in Years 7-10
- Police Liaison Visits
- Changes to the Leadership team including the introduction of 3 new positions to support Wellbeing in our community- Stage Leaders 4-6
- Introduction of supporting policies in the Classroom to keep the focus on learning and engaging parents in supportive relationships to encourage more positive interactions with our students eg Teach More, Manage Less

School Improvement

Catholic Education Diocese of Bathurst has collaboratively revised and implemented Quality Catholic Education (QCE) in all schools. The QCE framework supports the continuing focus on school improvement and transformation. Cyclical processes in CEDB and schools underpin the framework ensuring alignment and coherence.

Strategic Improvement Plans (SIP) are future focused documents that map the Diocesan and College's directions, focused specifically at improving outcomes for all students and staff through the areas of:

- Faith
- Learning
- Stewardship

Each year, the CEDB and College develops an Annual Improvement Plan (AIP) indicating the intended key strategic intent across these areas for the coming year.

A copy of the school's Strategic Improvement Plan and the Annual Improvement Plan may be viewed on the school website or obtained from the College office.

Key Improvements Achieved

Key improvements for 2023 include:

- Embedding the 2022 rollout of Chromebook devices to enable the implementation of CANVAS as our Learning Management System
- Utilisation of the new college chapel for class masses
- Consolidating the introduction of the student management system "Teach More Manage Less"
- Growth Coaching International for KLA's & Real Schools Year Leader PD
- Real Schools- third year partnership
- Immersion Program & Community Service Week
- Cultural Centre & Cultural program & Murals
- Development of the introduction of leadership positions- Operations Manager, Stage Leaders, Transitions Leader, Data Leader, Digital Pedagogy and a HSC Instructional coach
- Introduction of the Compass software program as the student record database
- Integration of the front office and student services

Priority Key Improvements for Next Year

Key Improvements for 2024 include:

- A whole school approach to the development of writing literacy skills commencing with Year 7 and Year 12.
- Utilise the creation of the attendance officer position to improve the school attendance rate and student attendance rate.
- Establish faculty based plans to improve HSC results by reducing the incidence of Band 2 student performances

Community 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 2023, the College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers.

Additionally CEDB undertakes extensive surveying of all stakeholder groups through annual School Improvement Surveys. This data is used to further inform school improvement.

Both Data and Comments from these School Improvement Surveys are summarised here.

Parent satisfaction

Our parents satisfaction is above average according to our 2023 School Improvement Data Survey. Parents have indicated that they appreciate the efforts made on behalf of their children

Our parents have commended us for:

- having a clear identify as a faith based school
- strong connections to the St Brigid's Parish
- increased opportunities to engage in school masses
- creating an environment where all students can achieve their potential
- sporting and cultural opportunities for students
- our pastoral care practices
- improving the physical facilities of the college

Our parents have recommended that we continue to:

- provide opportunities for all students particularly "middle students"
- ensure decision making processes provide for parent voice
- teachers seek feedback from students
- continue to promote and provide opportunities for our Aboriginal students
- continue to engage in a range of social justice activities

Student satisfaction

Across Years 7-12 students satisfaction is above average according to our 2023 School Improvement Data Survey. Anecdotally students are enjoying school and the opportunities it provides.

The feedback from the 'Qualtrics' data from our students includes the following commendations:

- variety of faith based experiences and opportunities
- our schools sees learning as being important
- help is always available for our students
- teachers set high expectations for their students
- students have a range of leadership, sporting and cultural opportunities

Our students have recommended that we:

- have less rules
- continue to offer a range of opportunities for our students to be able to achieve success
- school provides more social justice initiatives

Our Year 12 student exit survey tells us that:

- our students feel that they belong and are proud of the St Johns community
- they were well supported in the classroom by expert teachers who were generous with their time and assistance
- cared for and were provided with opportunities to grow in their faith and achieve their goals

Teacher satisfaction

Our staff are generous and dedicated. They strive to provide quality learning environments for our students across the school.

In the School Improvement Survey conducted in 2023 staff have made the following comments about our school:

- has a clear Catholic identity and creates and prioritises opportunities for liturgical celebrations, prayer life, social justice and faith formation
- promotes and nurtures a positive pastoral focus and strives for excellence in learning drives a strong improvement agenda and sets high expectations for our students.

Staff have also reflected on ways we can continue to improve:

- to work with students to assist them in setting educational goals
- to continue to build supportive partnerships with our families to assist students in achieving their goals
- continuing to grow the perception of the school community in regards to all the great things that are happening in our community

Financial Statement

School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2023 year is detailed here:

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$13,856,705
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$3,785,329
Fees and Private Income ⁴	\$4,694,430
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$466,053
Total Income	\$22,802,517

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$397,736
Salaries and Related Expenses ⁷	\$14,746,955
Non-Salary Expenses ⁸	\$6,301,203
Total Expenditure	\$21,445,894

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.

END OF 2023 REPORT