

# 2024

## ANNUAL SCHOOL REPORT



### **St Johns College**

162 Sheraton Road, DUBBO 2830

Principal: Justin McCarney

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

## About this report

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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 be also be obtained from the [My School website](#).

## Message from key groups in our community

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### Principal's Message

St Johns College has a strong tradition of having a wide range of pathways available for students to excel including academic, sport, performance and agriculture. These traditions are supported through the range of opportunities afforded to our students to achieve success in all facets of their education. 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 the students have 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 College centralises academic care for all of our students. Learning at our school 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

St Johns College, Dubbo recognises the importance and values the role that parents have in the education of their child/ren throughout their schooling years. They work to strengthen relationships between family, school, parish and the wide community to benefit the development of all students.

The College is in partnership with the Catholic Primary feeder schools which actively engages and prepares our younger community members with opportunities for learning about their next adventure into high school through experiences such as Orientation Days, Year 7 Information Nights and School Tours.

Parents are kept updated through a variety of avenues, such as the Compass app, where parents receive regular updates regarding school events, student learning, homeroom information, parent information sessions, school reports, newsletters and announcements

and parish events and masses. Canvas is the learning platform used by teachers at the College to allow for increased engagement with families regarding student learning.

### **Student Body Message**

We wish to recognise the tremendous achievement of completing 13 years of schooling and thank the school community, our past Principals, Fr Greg, the College Executive and all of our teachers for their support and guidance over the past six years. Despite the challenges and adversities faced, we have managed to navigate our way through these, 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

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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, Agricultural Shows and more.

Students in VET subjects are supported by the Orana Trade Training Centre built on the College campus. Distance Education spaces were created in the Resource Hub/ Library in 2024 to support students engaged in Distance Education subjects.

In 2024 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 2024:

Girls	Boys	LBOTE*	Total Students
488	499	91	987

\* 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 2024 was 85.23%. 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
87.50	84.62	83.68	82.91	84.15	88.52

## 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.

### 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 2024	
% of students undertaking vocational training or training in a trade during the senior years of schooling	11 %
% 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 2024 post school destinations:

- 61% university
- 13% TAFE/Apprenticeships
- 21% work
- 5% other

## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	122
Number of full time teaching staff	66
Number of part time teaching staff	13
Number of non-teaching staff	43

### 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:

- 39 Conditional teachers
- 28 Provisional teachers
- 920 Proficient teachers
- 1 Highly Accomplished and Lead (HALT) Teacher
- 1 Lead Teacher
- 8 HALT Candidates

Additionally, there are 14 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.

## Catholic Identity and Mission

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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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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

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### 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.

The College uses the CANVAS program as 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 with 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 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	51%	61%
	Reading	54%	67%
	Writing	64%	65%
	Spelling	75%	72%
	Numeracy	63%	67%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	43%	55%
	Reading	48%	63%
	Writing	59%	61%
	Spelling	66%	72%
	Numeracy	47%	63%

### 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 2024. 62 students sat for their HSC: 38 received offers from universities including Medicine, Engineering, Accounting, Teaching, Nursing, Business and Agriculture. 21 went into apprenticeships, traineeships or work. 1 went to Dance school.

Year 12 2024 achieved 97 Band 5 and 6 results in the a wide range of subjects.

Our dual Dux's of the College attained an ATAR of 91.8.

Two students from Industrial Technology - Timber were nominated for the Shape Exhibition. Two students from Visual Arts earned nominations for the Art Express Exhibition.

The College had an improved school ranking by 112 places. Over 20% of ATAR eligible students achieved 80+. Over 50% of our students received early entry offers. 27 students received offers under the UAC School Recommendation Scheme (SRS).

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)					
	2022		2023		2024	
	School	State	School	State	School	State
Community & Family Studie	35 %	33 %	17 %	36 %	50 %	36 %
Japanese Continuers	-	-	-	-	100 %	60 %
Legal Studies	47 %	41 %	18 %	43 %	71 %	44 %
Mathematics Extension 1	50 %	74 %	33 %	72 %	100 %	80 %
Primary Industries Exam	100 %	29 %	0 %	27 %	100 %	30 %
Software Design & Develop	42 %	38 %	13 %	35 %	100 %	38 %
Studies of Religion I	38 %	41 %	46 %	49 %	50 %	44 %
Visual Arts	59 %	66 %	81 %	66 %	65 %	67 %

## Pastoral Care and Student Wellbeing

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### 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 was revised in 2024 and is now titled Student Wellbeing Framework. The Framework can be accessed at [Student 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 Student 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 Student 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 school 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.

## Community Satisfaction

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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 2024, 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 continues to improve according to our 2024 School Improvement Data Survey. Parents have indicated that they appreciate the efforts made on behalf of their children

Our parents have commended us for:

- a strong Catholic identity, which connects to the wider Catholic community and promotes a strong Catholic Education
- improved focus on improved behaviour and the wearing of the College uniform
- the application of Canvas
- positive changes and clear vision under the current leadership

Our parents have recommended that we continue to:

- continue to raise standards in regards to behaviour, uniform and engagement
- continue on the beautification of the school
- continue the focus on the learning culture of the school

### Student satisfaction

Our student satisfaction continued to improve in 2024. Students are enjoying school and the opportunities that it provides. The Feedback from the 'Qualtrics' data from our students includes the following commendations:

- highly supportive and inclusive environment
- high quality teacher relationships with students
- celebrate student achievements appropriately
- students have many opportunities in a wide breadth of areas
- school improvements to the playground and passive spaces

Our students have recommended that we:

- make further improvements to learning spaces
- continue to increase the behavioural expectations of all students
- improve the toilet amenities

### **Teacher satisfaction**

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

The staff have made the following comments about the school in the School Improvement Survey:

- A strong Catholic identity with a strong sense of community in the school
- the beautification program has been very positive and creates a positive physical environment at the school
- strong leadership with transparent and clear vision for the College

Staff have commented on the following recommendations:

- improvement to the learning spaces
- more shelter including uncover multi court facility
- continue to look for opportunities to engage parents in the educational journey of their child/ren

## 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 2024 year is detailed here:

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants <sup>1</sup>	\$14,832,900
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$3,875,768
Fees and Private Income <sup>4</sup>	\$5,192,268
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$464,509
<b>Total Income</b>	<b>\$24,365,445</b>

Recurrent and Capital Expenditure 2024	
Capital Expenditure <sup>6</sup>	\$55,224
Salaries and Related Expenses <sup>7</sup>	\$15,053,891
Non-Salary Expenses <sup>8</sup>	\$7,661,355
<b>Total Expenditure</b>	<b>\$22,770,470</b>

### 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 2024 REPORT