

# 2018 Annual School Report to the Community

## St Johns College Dubbo

162 Sheraton Road, Dubbo 2830  
[stjohnscollegedubbo@bth.catholic.edu.au](mailto:stjohnscollegedubbo@bth.catholic.edu.au)  
[www.stjohnsdubbo.catholic.edu.au](http://www.stjohnsdubbo.catholic.edu.au)  
(02) 68 41 5100

Principal Mrs Kerry Morris



### Principal's Message

The 2018 academic year commenced in January with a College enrolment of 970 students. The 2018 HSC class achieved highly commendable results. The HSC students of 2018 achieved 34 Band 6's over 10 different key learning areas and across 22 different subjects. The students also scored 167 Band 5 results demonstrating a depth of achievement throughout within the cohort.

The College Leaders were outstanding in performing their representative duties and modelling for all students. Their leadership has been integral to the ongoing academic, cultural, religious, and sporting achievements of the College community.

St Johns College is a community offering the opportunity for the whole person to develop and grow. The College identifies itself as Catholic that is formed around the teachings of the Catholic Church. The Year 12 cohort raised over \$10,000 for local charity, Orana Early Intervention. This commitment demonstrates the high quality of the Student Leadership Team and their willingness to contribute to community service, fund raising and academic excellence.

Kerry Morris, Principal

### Parish Priest's Message

Another year rolls on at St Johns College and there have been several changes of staff and some real efforts to address some concerns. Both Religious Education Co-ordinators have changed with the departure of Rob Exner after many years and Sandy Abbey. Anthea Joshua is the new "Youth Worker" replacing Tom Fiander who did an outstanding job last year. Our RE Co-ordinators, Elissa Burden and Jacinta New, are keen to see that our faith dimension is at the forefront of college life. The CSYMA program enters it's fourth year and we are always looking to improve how this is delivered. The outreach to the primary schools will continue this year with Year 6 retreat days and Year leadership days being led by students in Years 10 and 11.

We have great hopes that our new hall will begin to materialise this year and Kerry Morris and all the staff are to be congratulated on the enthusiasm with which we have started the year. A fresh look at Pastoral Care is taking shape and hopefully will be enhanced once new Counsellors are up and running. I am excited by the possibilities of our student leadership and pray that 2019 is full of blessings.

Fr Greg Kennedy, Parish Priest

### Parent Body Message

In 2018 the Parents and Friends Association established a new Executive. The Executive (President Mr Jamie Gibson, Vice President Mrs Gabrielle Nichols, Treasurer Michelle Sullivan, and Secretary Mrs Susan Cornish) were elected at the Annual General Meeting in March. During the year a uniform subcommittee of interested parents was established to select a style and colour for girls trousers and a revamp of the sports uniform. This committee met regularly and presented final recommendations to the P and F at the end of 2018.

Parents raised the concern of students not having access to refrigerated water to refill water bottles. This was researched and a large refrigerated bubble and water dispenser unit was purchased and installed. Parents have the opportunity to have input into various policy review processes in the College. These are discussed and recommendations made to the College Executive to consider.

Parents supported College applications to the CEDB for Capital Works Projects such as the new hall to seat 1300 which was approved in 2018. This facility should offer many opportunities for greater engagement of the College with the parent community.

Jamie Gibson, President

### Student Body Message

We are honoured and humbled to be able to serve the College community alongside a dedicated leadership team and an enthusiastic year group in order to leave a lasting legacy on the College.

We acknowledge that leadership is not a path of privilege, it is a responsibility. It is not an assertion of control over others – we must have a sincere desire to serve.

We recognise the significance of our roles as ambassadors of the College and aim to have a strong community presence to uphold the College's reputation. We as Captains pledge to uphold and encourage school spirit and pride as well as strive for excellence in all aspects of college life.

Through our role, we will continue to serve the College to the best of our ability, and inspire others to live out the College values.

We promise to establish a sense of trust and win the confidence of our fellow students and teachers and inculcate a fond affinity amongst the hearts of all at the college.

We will deliver what we promise, without compromise.

College Captains.

---

## SECTION TWO: SCHOOL FEATURES

---

St Johns College is a Catholic systemic Co-educational School located in Dubbo.

St Johns college was established in 1969 as Dubbo's Catholic Co-educational Secondary School for students in Years 7-12. This was the result of the amalgamation of De La Salle Boy's College (1936) and St Patrick's College for Girls (1880s). The College accepted its first Senior Students into Year 11 in 1986. The first HSC graduating class was in 1987.

The College is located in Sheraton Road in a rural environment setting on 40 hectares. College enrolment is approximately 970 students. There are 80 teachers as well as 60 support and ancillary staff. Professionally experienced Counsellors are also available for students and families. The Parish Priest is the College Manager and the College Chaplain.

Pastoral care is an integral part of St Johns College; policies such as the Anti-Bullying Policy, Cyber Safety Policy, Time Out Policy and Pastoral Care and Discipline Policy support this culture. Programs such as Hit the Ground Running (Year 6 into 7), RAP (Year 7), Friends (Year 8), Kinks and Bends (Year 10), and Anger Management are embedded into the fabric of the College promoting a caring and safe community.

Curriculum focus has high expectations for all levels of ability. There are programs in place to address students with special needs, as well as gifted and talented students. These programs are coordinated by a Special Education Coordinator within a faculty called the Independent Learning Centre which is staffed by both teachers and teacher assistants.

The College is highly resourced with over 800 computers in its network. In 2018 the BYOD Policy was introduced for Year 11 with plans to continue the policy into Year 12 in 2019. Students in VET subjects are supported by the Orana Trade Training Centre built on the College campus which is a consortium of MAGS, Dubbo Christian School and St Mary's Catholic School in Wellington.

Academically, the College is very successful extending and challenging students of all abilities. In 2018, 9 students scored over 90 ATARs with 26 students achieving 34 Band 6's overall.

The College is always expanding and upgrading its capital resources. The new Hall has been approved for construction in 2019 to seat 1300. Many new Shade Sails have been installed throughout the College, construction of an Aboriginal garden, classrooms re-carpeted, painted, and new furniture.

The Parents and Friends Association acts as conduit between the College and the parent body. In 2018 a sub-committee made recommendations for changes to College Uniform. These were passed and implemented for 2019.

Spiritually the College has two Religious Education Coordinators, one covering curriculum and one Ministry and Mission, and a Peer Minister to enhance faith formation programs for students.

## Student Enrolment

The School caters for students in Year 7 to Year 12. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018:

Girls	Boys	LBOTE*	Total Students
505	466	64	971

\* Language Background Other than English

## Student Retention

Of the students who completed Year 10 in 2016, 64% completed Year 12 in 2018.

## Enrolment Policy

The school enrolment policy has been developed in the context of government, 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 the Diocesan school fee, the Capital Works Levy and local fees and charges.

Detailed information about enrolment at the school is available from the school administration office. CEDB Enrolment Policy is available from the CEDB website: [www.bth.catholic.edu.au](http://www.bth.catholic.edu.au).

## Student Attendance Rates

The average student attendance rate for 2018 was 89.20%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	91.13%
Year 8	88.62%
Year 9	87.66%
Year 10	88.15%
Year 11	88.34%
Year 12	91.32%

## Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their learning. 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;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Executive Director of Schools (or designated CEDB 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.

## 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. Year 12 2014	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	31%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

### Student Post School Destinations

Each year the School collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

Destination Data	University	TAFE / Other institutions	Workforce entry	Destination not reported
Year 12, 2018 Graduating Class	75%	5%	5%	15%

## SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2018:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
85	44	129

\* This number includes 65 full-time teachers and 20 part-time teachers.

Percentage of staff who are Indigenous	2%
--	----

### 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 Catholic Education Diocese of Bathurst. 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 developments days this year with areas of focus as follows:

<b>Term 1</b>	Faculty collaboration resulted in the development of Student Learning Targets and Learning Success Guides for Stage 4 and 5 subjects. These documents were placed on the College Website so they could be accessed by parents to encourage them to be engaged in the learning of their children.
<b>Term 2</b>	Staff Development Days - Staff examined and reflected upon how the essential learnings and levels of achievement created in Term1 demonstrate growth in student learning.
<b>Term 3</b>	Day 2 - Staff examined HSC assessment reforms to inform their design of a new approach to Stage 6 assessment.
<b>Term 4</b>	HSC RAP Analysis to inform strengths and weaknesses in faculties in the continuum of learning Stage 5 to Stage 6

In Term 1 all staff engaged in Senior First Aid Training. This training was conducted by PDHPE staff members who are qualified First Aid examiners.

Mental Health/ Welfare -

- Key staff were trained as presenters of the Mental Health First Aid program. This staff member provided training to key members of staff (both Pastoral Team Members and admin staff)
- School Counsellors presented "Risk of Significant Harm" Training to all teaching staff

### Teacher Standards

The following table sets out the number of teachers who fall into each of the three categories determined by the New South Wales Education Standards Authority (NESA):

Teacher Standards		Percentage of Teachers
1	Graduate Teachers	7%
2	Proficient Teachers	92%
3	Highly Accomplished and Lead Teachers	1%

---

## SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

---

Catholic Schools have a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the diocese, 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 School follows the Diocesan Religious Education Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Bishop of Bathurst.

St Johns College is committed to providing a high quality education founded in the Catholic Tradition. In striving for this, the College recognises that each student is God's gift to the world and their family. We are privileged to share with parents the responsibility of assisting each student's personal growth towards maturity in both hearts and minds. For this reason, Catholic faith encompasses College life not only through liturgy, prayer and the Religious Education curriculum but also through policies and procedures including pastoral care.

Every Year Group had the opportunity to take part in a Retreat Program during the course of 2018. As well, a Staff Retreat was organised off site to allow staff to deepen their own spirituality and professional growth.

Students were encouraged to live out their faith by raising money for Caritas Australia and the St Vincent de Paul Hamper Appeal. Founders Day, a day on which we celebrate the founding of St Johns College was well received and gains momentum every year.

The introduction of a Youth Minister helped to assist students in discovering where they are on their own faith journey. In 2018 Catholic Schools Youth Ministries Australia (CSYMA) continued after the success of its previous years. A group of Year 11 students attended 'Lead' in Canberra to equip them for peer to peer ministry. 2018 saw both Year 9 and 10 students taking part in CSYMA. The Year 10 CSYMA students ran pre-Confirmation, post-Confirmation and leadership days for Years 5 and 6 from local Catholic primary schools. The program culminated in a one day youth festival *Shine*, held in Orange with students from other schools in the Diocese.

The Year 11 Catholic Schools community service program to the 4 Catholic feeder schools continued in 2018. The students helped run a variety of activities throughout the program including small literacy and numeracy groups, sacramental programs, retreats and sport. The program continues to go from strength to strength.

In addition to pastoral and spiritual aspects of Catholic life within the College, students are required to follow a formal course of study from Year 7 to Year 12. In their Senior Studies (Years 11-12) students can elect to continue this course of study or enrol in the Board Developed courses of Studies of Religion I or II.

The College has a number of teaching staff with formal qualifications in Religious Education including staff who attained or are studying towards Postgraduate qualifications in theology. There were a number of opportunities throughout 2018 for staff to have professional development in Religious Education locally and in Sydney and Melbourne.

Students in Years 6 in Catholic schools in the Diocese of Bathurst 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.

Our School's average result (as a mark out of 50)	
Year 6	0.00

---

## SECTION SIX: CURRICULUM

---

The School follows the NESA syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of Catholic Education Diocese of Bathurst. School effectiveness is monitored by the Quality Catholic Education self review process and through regular school reviews conducted by CEDB personnel. Staff members are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

The College follows the NESA syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Education Diocese of Bathurst. School effectiveness is monitored by the Quality Catholic Education self review process and through regular school reviews conducted by CEDB personnel. Staff members are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

### *Year 7 and 8 Core Subjects*

Catholic Studies, Science, English, Mathematics, Mandatory Technology, PDHPE, Music, Art, Language Year 7, History Year 7, Geography Year 8.

### *Year 8 Interest Electives*

Agricultural Technology, Drama, Theory and Practice in Sport and Games, and Cultural Experience.

### *Year 9 and 10 Core Subjects*

Catholic Studies, PDHPE Mathematics, Science, English, History, Geography.

### *Year 9 and 10 Electives*

Agriculture, Commerce, Food Technology, Visual Arts, Drama, French, Graphics Technology, Textiles Technology, Industrial Technology-Metal, Industrial Technology-Timber, Information Software and Technology, Physical Activity and Sport Studies and iSTEM.

### *Year 11 and Higher School Certificate Courses (Board Developed Courses)*

Ancient and Modern History, Studies of Religion I and II, General Mathematics 1 and 2, Standard Mathematics (Year 11), Mathematics, Mathematics Extension 1 and 2, Standard English, Advanced English, Extension 1 and 2 English, English Studies, Chemistry, Physics, Biology, Senior Science, Economics, Business Studies, Geography, Legal Studies, Society and Culture, PDHPE, Community and Family Studies, Visual Arts, Music 1 and 2, Extension Music, Drama, Food Technology, Design and Technology, Industrial Technology - Timber, Software Design and Development, French Beginners, French Continuers, Textiles Technology, Agriculture.

### *School Delivered VET Courses*

Construction, Entertainment, Primary Industries (OTTC), Metal and Engineering (OTTC), Hospitality (OTTC),

### *CEC Courses*

1U Catholic Studies.



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

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	25.60%	17.50%	19.00%	29.00%
	Reading	28.20%	16.70%	10.30%	26.70%
	Writing	10.70%	32.00%	44.40%	13.50%
	Spelling	29.20%	16.80%	17.40%	30.50%
	Numeracy	28.20%	14.70%	13.30%	29.00%

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	21.60%	20.10%	23.50%	20.80%
	Reading	14.80%	20.70%	20.00%	18.50%
	Writing	12.90%	11.70%	45.80%	41.20%
	Spelling	18.30%	23.80%	24.80%	21.50%
	Numeracy	24.40%	25.70%	14.10%	14.80%

### Higher School Certificate

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

Higher School Certificate	Percentage of students in top 2 bands (Bands 5 and 6)					
	2016		2017		2018	
	School	State	School	State	School	State
Studies of Religion 1	60%	50%	47%	50%	24%	37%
English Standard	21%	13%	34%	16%	11%	15%
English Advanced	90%	62%	100%	64%	63%	63%
Mathematics	48%	53%	63%	54%	63%	52%
Community and Family Studies	52%	31%	31%	30%	41%	29%
English Extension 1	100%	95%	100%	94%	100%	96%
English Extension 2	100%	80%	100%	78%	100%	71%
Food Technology	63%	30%	38%	30%	50%	33%
Geography	22%	41%	22%	42%	47%	44%
Industrial Technology	57%	26%	91%	22%	79%	23%
Software Design & Develop	0%	34%	25%	36%	45%	37%
Visual Arts	67%	55%	92%	55%	81%	53%

The 2018 HSC results were highly commendable. Of the 121 students who sat and will receive their HSC in 2018, 21 students attained a total of 34 Band 6 results, while another 64 students attained at least one Band 5/E3 in a total of 166.

10 different subjects achieved Band 6 results and 6 of these subjects achieved a higher percentage of students in Band 6 compared to the State average. 16 subjects from 10 different Key Learning Areas achieved a higher or equivalent percentage of students in Band 5 and 6 compared to the State average.

75% of students received a first round offer to university

### Student Welfare Policy

No changes were made to the Student Welfare Policy in 2018.

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

### Discipline Policy

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

### Discipline Policy

No changes were made to the Discipline Policy in 2018.

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 Diocese of Bathurst has established a *Discrimination, Harassment and Bullying Policy* which is used to guide the school's Anti-Bullying Policy. 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. Catholic Education Diocese of Bathurst (CEDB) monitors the implementation of this policy as part of school compliance requirements. No changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed at the administration office.

### Complaints and Grievances Resolution Policy

The Diocese of Bathurst has established *Guidelines for the Management of Complaints* which is implemented by our school through the Complaints Policy. The rationale for the policy 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. Catholic Education Diocese of Bathurst (CEDB) monitors the implementation of this policy. No changes were made to the policy this year.

The full text of the *Complaints Policy* may be accessed on the School's website, or the administration office.

### Initiatives Promoting Respect and Responsibility

- Student Representative Council and Leadership Programs
- Peer Support Program
- Hit the Ground Running (for Year 6 students entering Year 7 at the College)
- Resourceful Adolescent Program (Year 7)
- Body Think Program (Year 7)
- Friends Program (Year 8)
- Real Talk Sex and Relationships in the Christian Context (Year 9)
- CSYMA. Discipleship. Introduction to Youth Ministry (Year 9)
- Kinks and Bends Program (Year 10)
- CSYMA. Discipleship. Leadership in Primary Schools (Year 10)
- Responsible Driving Program (Year 11)
- LEAD. Christian Leadership and Youth Ministry (Year 11)
- Year 12 Charity Golf Day
- Drug and Alcohol Awareness Development Program and booklet development in conjunction with Police and parents
- Guest visits by community leaders including drug and alcohol counsellors, police liaison officers and community health workers
- Fundraising for charity
- Anti-bullying Program including Peer Mediation

---

## SECTION NINE: QUALITY CATHOLIC EDUCATION

---

The School implements Catholic Education Diocese of Bathurst Bathurst Quality Catholic Education Framework (QCE) which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

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. The School engages in an annual evidence-based evaluation of its effectiveness against standards in collaboration with the Consultant to Schools.

### Key Improvements Achieved in 2018

- 100% of Year 10 achieved Minimum Standards in Reading Writing and Numeracy.
- 2.4 Pedagogy and Teaching Practice. The consolidation of PLC processes and PLT procedures in the College with the movement into Stage 5 (Year 9) in English, Science Mathematics, History and Geography.
- The roll out of the Mental Health First Aid Course across Pastoral Care Team, Counsellors and Student Services Support staff.
- An Indigenous Garden was established for student and staff use in curriculum to embed the inclusive culture within the College.
- A successful Culture Immersion celebration for NAIDOC focusing on Language, History and Women was held in Term 3.
- Increase in the number of students participating in the CSYMA Program in Leadership and faith formation.
- Expansion of the Learning Plus structure in the timetable allowing more time for intervention for both student enrichment and student learning support.
- Approval has been granted for the construction of a new Hall for the College to sit 1300.
- Expansion of the playground shades and access to more seating for students.

### Priority Key Improvements for 2019

- To encourage the ATSI students to be part of both the local junior and senior AECG.
- To stage a successful event embracing the NAIDOC theme '*Voice Treaty Truth – lets work together for a better future*'
- To develop more pathways both academic and vocational for ATSI students through the ASPA role and the AEW.
- To develop a planned holistic approach to improve engagement of Stage 5 students in writing across all KLAs.
- To improve the understanding of the common grade scale by staff through structured moderation marking within KLA's
- To target a focus on student responses to reflect creative and critical thinking to reflect the changes in the HSC course expectations for the examination performance.
- To focus on teacher growth for succession into Stage 6 teaching.
- To strategically target students writing ability to develop formal structured and sustained writing skills across Stages.
- To roll out Compass for Attendance and Administration throughout the College

---

## SECTION TEN: PARENT, STUDENT AND TEACHER SATISFACTION

---

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

### Parent Satisfaction

Parent satisfaction is positive according to the Qualtrics survey platform in the following areas:

4.4/5 for the College having a strong Catholic school identity

3.9/5 a high standard in Religious Education

3.8/5 a priority for academic growth

3.5/5 for recognition of student learning.

Parents have generally expressed that that the school is positively perceived in the local community and and is well organised and has effective communication channels. Parent attendance at the Annual Awards Evening is high often filling all available seats.

Parent services provided through the College Administration block is organised including the Uniform Shop, accounts, fee enquiries, reception for student enquires and opportunities for interviews.

Parents can contribute to the review of College policy such as the mobile phone policy, through involvement in the College Parents and Friends Association. In 2018 a parent committee was formed to make recommendations for changes to the College uniform these were accepted and implemented.

### Student Satisfaction

Student satisfaction as measured on the Qualtrics platform indicate an average score of 3.4/5 overall. Students scored SJC

3.9/5 for a school with a clear Catholic identity, connection with Parish and involvement in community and charitable activities.

3.8/5 for regular prayer and caring for one another.

From a Learning and Teaching perspective

3.9/5 for the use of technology and

3.6/5 for students being challenged in their learning.

Students believed that the College has a plan to support their learning and the College has a reputation as a very good school in the local area.

The consistent planned approach to maintaining and building new resources in the College has enhanced student satisfaction as the playground seating is renewed and the extension of shade sails throughout the senior and junior areas. In 2018 the Human movement Centre, Music Centre and Rooms 9-16 were painted, refurbished and new furniture was purchased, students have expressed positive comments regarding these improvements.

Students have expressed in comments through the Qualtrics surveys that the College provides a range of subjects for student choice and has a number of excellent teachers.

### Teacher Satisfaction

Retention rates for staff is around 90% with some staff staying for many years. The connection of staff to the College community is demonstrated by the return of students to the College as staff members. Currently, 32 staff members are ex students from the College.

Staff were surveyed from the Qualtrics platform and 4.3/5 of staff agreed that the College has a clear identity as a Catholic school.

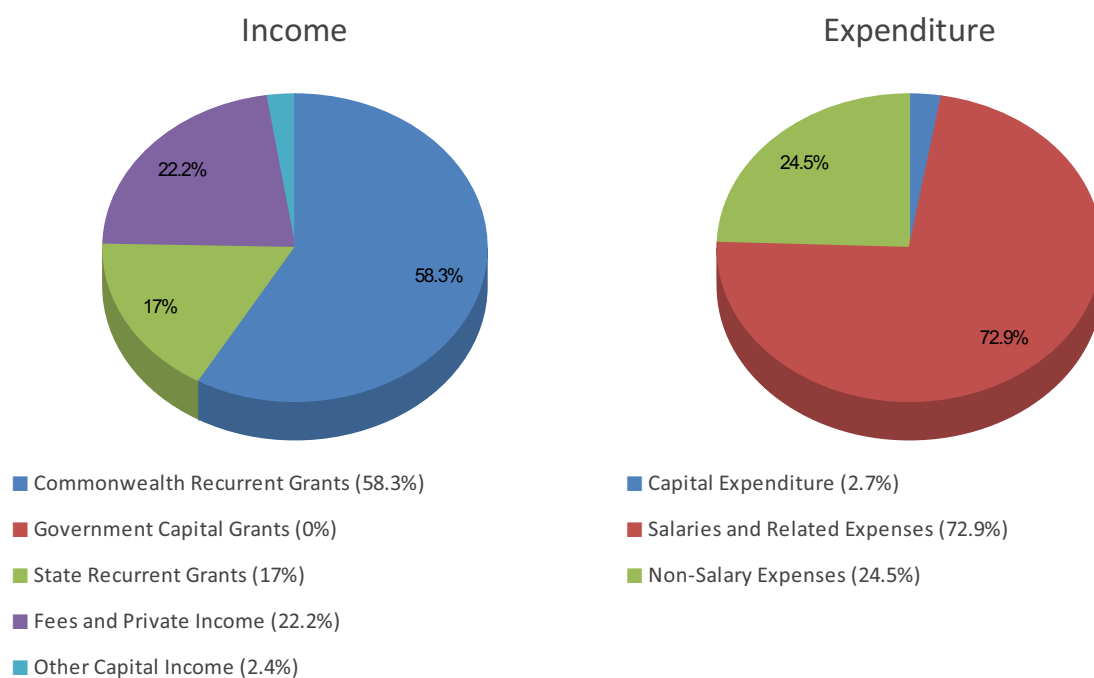
3.9/5 agreed positive relationships exist in the school.

4.2/5 agreed the college places high priority on academic growth at all levels of learning with

3.9/5 having a systemic approach to intervention for students at all levels of learning.

Teachers believe

4.1/5 that the College is well established and highly functioning as well as uses data to inform strategic planning. The college has explicit and clear targets for improvement which are communicated through a collaboratively devised Annual Improvement Plan. Staff are asked to contribute to policy review such as the pastoral care policy and agreed practices which are under review in 2019.



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

#### Notes

1. Commonwealth Recurrent Grants include 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 and special purpose grants.
4. Fees and Private Income include school based fees, excursions and other private income.
5. Other Capital Income includes capital funded through the central Capital Fund.
6. Capital Expenditure includes expenditure on School Buildings, and Plant, Furniture and Equipment.
7. Salaries and Related Expenditure include 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.