

2022

ANNUAL SCHOOL REPORT



St Johns College

162 Sheraton Road, DUBBO 2830

Principal: Mrs 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 be 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

2022 started with the opening of the new hall, which after many years in the planning and development has been a great new addition to the school. This new modern space has expanded on the schools infrastructure and has been the host to many events. One of its more subtle and beautiful features is that at night the building reveals lighting in the shape of a cross.

Term 1 started with continuing COVID mask restrictions still in place in school, but by Term 2 had moved to the new 'normal' of living with COVID.

We saw new additions to the College uniform in the form a dress and the new 'hoodies'.

There were several new programs focused on girls including the "Step Up for Girls" and "Takeback" for Year 10 students.

There was an introduction of a new cultural program that included Wiradjuri dance and workshop groups along with immersion and excursion experiences.

The Teach More Manage Less (TMML) program was introduced with a whole school focus on creating positive learning environments that support willing and active participation in the learning process. School policies and procedures are continuing to be reviewed.

The feedback from this, and many other changes and initiatives, has been very positive.

Student Body Message

We wish to recognise the tremendous achievement of completing 13 years of schooling and thank the school community, Mrs Morton, Mr Galvin, 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 vibrant young people. We would like to thank everyone for coming to support us throughout our entire schooling journey. Every year, in keeping with our College missional values, Year 12 chooses a local charity to support. This year our student leadership team had the privilege of working with Orana Support Service as our Year 12 charity. Orana Support Service is a specialist agency that offers help and support to families that are currently experiencing or are at risk of homelessness. Working with Orana support service has allowed our cohort to fulfil the St Johns College values of Respect, Encourage and Belong. As a part of the leadership team we are honoured to have been able to support our community in this way.

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 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, Interschool 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.

A new Multipurpose Hall was completed in December of 2021 and officially blessed by Bishop Michael McKenna in April 2022. The Opening ceremony was a wonderful gathering of the community for the first official 'event' to be held in this space. This Hall seats 1300 people which will allow the College to comfortably gather as a community and celebrate Mass, student performances and full College Assemblies. In 2022 we have continued to refurbish our Library which has become known as the Resource Hub, the Cultural Centre was born and we also moved the chapel to the BA Hall.

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 2022:

Girls	Boys	LBOTE*	Total Students
476	491	93	967

* 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 2022 was 80.93%. 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
85.25	84.03	82.67	77.28	84.67	71.68

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 2020, 58% completed Year 12 in 2022.

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 2022	
% of students undertaking vocational training or training in a trade during the senior years of schooling	30 %
% 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 2022 post school destinations:

- 68% university
- 21% TAFE/Apprenticeships
- 10% Work
- 1% Pathways

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	114
Number of full time teaching staff	59
Number of part time teaching staff	19
Number of non-teaching staff	36

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:

- 30 Conditional teachers
- 37 Provisional teachers
- 859 Proficient teachers
- 1 Highly Accomplished and Lead Teacher

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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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. We reshaped our Retreat experiences in the College during 2022. Year 12 attended a retreat in Term 3 post trials at Blue Gums Lodge in the Blue Mountains led by our Lasallian colleagues. Year 11 had their retreat locally at Burrandong Christian retreat in Term 4. Year 10 also experienced an overnight camp at Lake Keepit. Years 7-9 engaged in day based retreats. Additionally the inaugural Community service and Immersion program started in 2022. Both programs making an immense difference in our community.

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. Whilst impacted somewhat by lockdown, 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.

2022 and the new SJC Hall enabled us to come together as a Catholic school community and celebrate mass together, this is significant for us as this will be the first time we have had a communal space large enough for us to achieve this.

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 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 2022 we rolled out over 900 Chromebooks to our students which was supported by the development of 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

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 the College's planning and is used to support teaching and learning programs.

Student results show as skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands: Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN is one aspect of school assessment and reporting processes, and compliments the extensive ongoing assessments made by teachers about each student's performance and learning throughout the year.

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	15%	24%	23%	21%
	Reading	18%	27%	21%	15%
	Writing	17%	24%	25%	22%
	Spelling	28%	33%	16%	17%
	Numeracy	21%	32%	21%	19%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	15%	22%	29%	28%
	Reading	20%	21%	15%	24%
	Writing	16%	17%	28%	33%
	Spelling	13%	17%	19%	21%
	Numeracy	13%	20%	17%	19%

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%.

St Johns College is extremely proud of our 2022 HSC cohort. 89 students completed the HSC in 2022, with 80 students ATAR eligible. There were 86 offers of early entry for this cohort in 2022 ranging from Medicine, Aerospace Engineering, Communications & Media, Teaching, Allied Health, Exercise and Sport Science, Psychology, International Relations, Law, Science, Medical Science, Design (Architecture), Political Science, Marketing and Media, Zoology, Animal Science, Biomedical Science, Engineering, Accounting and Nursing amongst a range of other degree streams. Amongst this cohort 20 students are pursuing apprenticeships, traineeships and TAFE. Additionally we have one student who is going to the Australian Defence Force Academy and another who has been accepted into the Whitehouse College of Design.

This cohort achieved 113 Band 5 and 6 results in the following subject areas : Advanced English, Extension Mathematics 1, Extension Mathematics 2, Advanced Mathematics, Standard Mathematics, Biology, Community & Family Studies (CAFS), Software Design & Development (SDD), Visual Arts, Studies of Religion 1, Geography, Economics, Modern History, Business Studies, Primary Industries, Industrial Technology - Timber, & Legal Studies. Our Dux of the College and the Diocese attained 97.15.

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)					
	2020		2021		2022	
	School	State	School	State	School	State
Agriculture	0 %	39 %	0 %	34 %	40 %	26 %
Auto Exam Mech Tech	40 %	14 %	100 %	13 %	100 %	10 %
Economics	33 %	51 %	25 %	50 %	75 %	49 %
Legal Studies	33 %	40 %	50 %	42 %	47 %	41 %
Software Design & Develop	38 %	38 %	43 %	36 %	42 %	38 %
Visual Arts	89 %	65 %	56 %	63 %	59 %	66 %

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 2022, the number of students issued with a RoSA was 12

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 in 2022. 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

2022 was the year of RESPECT at St Johns College- this is one of our identified missional values. 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.

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 ethos of RESPECT include:

- 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
- Two visits with Dr Michael Carr Gregg- Presentations with Staff and Students
- Interschools Cup
- Range of sporting opportunities including Ken Eggleton Cup competition against Senior Campus
- Structural changes to our 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 2022 include:

- Rollout of 900 Chromebook devices to support a shift in pedagogy at SJC
- Implementation of CANVAS as our Learning Management System
- Barbara Amos Hall refurbishment & the creation of a new Chapel space
- New SJC Hall Opening
- The ability to host whole school Academic Assemblies & whole school Masses to promote whole school expectations, a sense of belonging and celebration of student achievement
- Academic Care structure to support our Real School focus on building effective relationships
- Introduction of 1000 Lockers
- Uniform additional options- Senior Summer Dress & Hoodie
- Teach More Manage Less focus in the classroom to improve learning outcomes for all students
- P & F online term meetings
- Yr 12 Retreat- Term 4 to assist in building cohesion amongst the cohort
- Take Back group & Girls Step Up program to build social cohesion, skills and engagement

- Alinta Uniform Rollover
- SWANS understanding & work to support diverse needs kids
- Growth Coaching KLA's & Real Schools Year Leader PD
- Real Schools- focus second year partnership
- Immersion Program & Community Service Week
- Yr 10 Mass & Meal
- Accelerated HSC courses in Year 10
- Cultural Centre & Cultural program & Murals
- New Leadership positions to support the new direction of the school community- Assistant Principal, Operations Manager, Stage Leaders, Transitions Leader, Data Leader, Digital Pedagogy and a HSC Instructional coach

Priority Key Improvements for Next Year

The planned improvements for 2022 include:

- Assessment and Reporting to improve student feedback to ensure greater learning growth for our students. There is a sole focus on developing quality assessment across Years 7-12 with the development of a consistent and transparent Assessment Policy to share with the community. Additionally staff are focusing on backward mapping of skills required for students from Year 12 through to Year 7 and the development of skills to support effective learning growth.
- Attendance processes and ensuring that all in our community understand the importance of attending school to support learning. There is a concerted push this year to change the attitude towards attendance post COVID.
- Renewed focus for Step Up programs to focus on building literacy and numeracy. The Step Up students will be working on literacy and numeracy programs to build skills.
- Policy development for Uniform, Mobile Phones, Bullying and Harassment to ensure expectations are clear for our community
- CANVAS rollout for parents. The aim is to provide real time reporting for our parents to be able to access student learning and achievement at any time.
- Masterplan development for the school to future proof the community
- Continued focus on updating and transforming learning spaces in our community

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 2022, 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 2022 School Improvement Data Survey. Anecdotally parents are appreciating the changed learning focus and improvement journey the school is embarking on.

Our parents have commended us for:

- having a clear identify as a faith based school
- strong connections to the St Brigid's Parish
- strong and rigorous Religious Education Curriculum and provide appropriate opportunities for our community to engage in our faith experiences
- placing a high priority on academic success and achievement and provide a range of sporting and cultural opportunities for students
- our pastoral care practices and policies are effective in supporting student learning growth
- improved communication practices which have been evident in 2022
- our school striving for ongoing improvement

Our parents have recommended that we continue to:

- ensure decision making processes are transparent and clear
- teachers seek feedback from students
- continue to provide opportunities for student voice in decision making
- 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 2022 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:

- strong connection with St Brigid's Parish
- 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:

- communicate more effectively
- 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 2022 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 2022 year is detailed here:

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$12,791,700
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$3,490,789
Fees and Private Income ⁴	\$4,155,877
Interest Subsidy Grants	\$835
Other Capital Income ⁵	\$449,650
Total Income	\$20,888,851

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$981,618
Salaries and Related Expenses ⁷	\$12,674,324
Non-Salary Expenses ⁸	\$5,371,758
Total Expenditure	\$19,027,700

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 2022 REPORT