

2020

ANNUAL SCHOOL REPORT



St Johns College

162 Sheraton Road, DUBBO 2830

Principal: Mrs Kerry Morris

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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 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

The 2020 academic year commenced in January with a College enrolment of 886 students. The 2020 HSC Class achieved highly commendable results. The HSC students of 2020 achieved 30 Band 6's over 8 different key learning areas and across 18 different subjects. The students scored 126 Band 5 results demonstrating a depth of achievement throughout the cohort.

During this very difficult COVID-19 year the College Student Leaders were still able to perform their representational duties and were outstanding role models for all students. Their leadership was integral to the ongoing academic, cultural, spiritual and sporting growth 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 \$23,000 for local charity Clare's Angels. This commitment demonstrates the high quality of the Student Body and their willingness to contribute to community service and academic excellence.

Parent Body Message

In 2020 the Parent and Friends Association elected Executive Team comprised Gabrielle Nicholls - President and Robyn Harvey - Secretary.

The P and F collaborated with the College on the development of new pastoral structures and are supportive of change within the College.

The P and F were excited regarding the commencement of a new Multipurpose Hall for SJC which will seat 1300 people. The forecast completion date is September 6 2021. Due to COVID there were no more meetings held at the College. The P and F, however, contributed feedback electronically in support of the new Mission and Vision for the College that was launched in Semester 2 2020.

Student Body Message

As the College Captains for 2020, we were truly honoured and privileged to have worked alongside an exemplary leadership team, as well as a dedicated Year 12 cohort, in the grand pursuit to leave a long-lasting legacy at St Johns College.

2020 year was a year of change and an auspicious year in regards to vision. As captains we fulfilled our vision to establish a rich and vibrant community, with our leadership team guiding us.

We recognised our many responsibilities for the school, and through our role we continually instilled a sense of pride and dignity for all our fellow peers.

We aimed to uphold the strong reputation of the College and presented ourselves to the community with the pride and spirit that our school is known for. By leading with example we encouraged all students to explore their individual passions and embrace our College values.

College Captains

School Features

St Johns College is a Catholic systemic co-educational school located in Dubbo.

The College was established in 1069 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.

The College is located in Sheraton Road in a rural environment setting on 40 hectares. The College enrolment is approximately 900 students. There are 71 teachers as well as 60 support and ancillary staff. Professionally experienced Counsellors are also available for students and families employed by Centacare. The Parish priest is the College Manager and the College Chaplain.

Pastoral Care is an integral part of St Johns College; policies such as Anti-Bullying, Cyber Safety, Time Out, Mobile Phone Use, Agreed Practices, and Proactive Programs support this culture. Programs such as Hit the Ground Running (Year 6 into 7), RAP (Year 7), Second Step (Year 8), Love Bites (Year 10) and The Rite Journey (Year 9) are embedded into the fabric of the College promoting a caring and safe community.

Curriculum has a focus of high levels of learning for all. There are programs in place that address students with special needs, as well support the growth of 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 experienced teachers and teacher assistants.

The College is highly resourced with over 800 desktop computers in labs in its network and many class sets of Chromebooks.. The senior students have a BYOD Policy in place. 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 2020 10 students scored over 85 ATAR with students achieving 30 Band 6's overall. College Dux of 2020 achieved an ATAR of 99.85.

The College is expanding its capital resources to cater for the demand of the local Catholic community. A new Multipurpose Hall is due to be completed in September 2021. This Hall will seat 1300 people which will allow the College to comfortably gather as a community and celebrate Mass and full College Assemblies. More new Shade Sails have been installed, classrooms painted, recarpeted and furnished with new desks.

Spiritually the College has two Religious Education Coordinators one covering curriculum and one Ministry and Mission. In addition, a Youth Minister is appointed to support students in classes and the Coordinators with the preparation of Liturgies and masses.

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 2020:

Girls	Boys	LBOTE*	Total Students
436	437	61	873

* Language Background Other than English

Enrolment Policy

Catholic Education Diocese of Bathurst has established 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](#)

Student Attendance Rates

The average student attendance rate for the College in 2020 was 83.12%. 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
89.10	85.50	84.00	83.90	84.70	71.50

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 2018, 53%% completed Year 12 in 2020.

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 2020	
% of students undertaking vocational training or training in a trade during the senior years of schooling	29 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	88 %

Post School Destinations

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

The Year 12 Graduating class of 2020 post school destinations:

- 67% to Universities
- 25% to TAFE/Apprenticeships/Other Institutions
- 8% Workforce Entry

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	118
Number of full time teaching staff	62
Number of part time teaching staff	56
Number of non-teaching staff	39

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:

Conditional teachers 36
Provisional teachers 50
Proficient teachers 857
Highly Accomplished and Lead Teachers 1

Additionally, there are approximately 8 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 three of these professional learning days.

Summary of professional learning at this school

- Whole school learning in teaching writing, Tier 1 Pastoral Care Programs, and developing a new vision and mission.
- Whole school learning in curriculum, assessment and reporting revisions to support lost learning time due to COVID-19.
- Additional stand-alone learning sessions in 3D printing, Using ETAMs, Brain Breaks, Nationally Consistent Collection of Data.
- Learning for new teachers to SJC in school processes.
- PLTs operating in Stage 4 in English, Maths, Science, PDHPE, Geography, Catholic Studies, History, using timetabled meeting times.
- Increased learning emphasis in KLA Coordinator Meetings.
- Increased focus upon collaborative working time in faculty meetings.

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 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.

In all we do at St Johns College, we are reminded of the Catholic faith on which the school was founded. Students are invited into a deeper and more intimate relationship with God through their exploration of the Scriptures, their participation in personal and communal prayer and their living out of Catholic social and moral teachings.

Extremely important to the College is the opportunity for each year group to attend a Retreat with their cohort. Unfortunately due to COVID restrictions, Year 8 and 9 missed out. Year 12, 11, 10 and 7 Retreats went ahead and were very successful. Work has been done to ensure the Retreat program aligns with the school's student wellbeing program, with the idea that spirituality is an essential component of one's overall wellbeing.

The liturgical life of the school suffered this year due to COVID restrictions. The usual Easter Liturgy, ANZAC Day Liturgy were not able to be held. The usual end of year mass, where the whole school would gather, instead had to be broken into individual year group liturgies. This brought home the importance and genuine joy of gathering as a whole school 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. Again, COVID 19 impacted this program. A successful 'iRISE Reloaded' was run using zoom to connect to other schools in the Diocese. The opportunity for Year 10 students to run Confirmation Retreat days with Year 6 students and Year 9 to run Leadership Retreat days with Year 5 were sorely missed.

Our Year 11 Catholic Schools community service program, run through Studies in Catholic Thought classes, was cancelled in 2020 due to COVID. 2021 will see the re-launch of this program, with a view to incorporating nursing homes to the roster. Whilst impacted somewhat

by lockdown, connection to the broader Catholic community was also achieved through the running of Sunday night Mass at St Brigids every month.

The College is looking at ways to use junior Catholic Studies classes to explore and act on social justice issues in our community. In their Senior Studies (Years 11-12), students can elect to enrol in Studies in Catholic Thought, a subject that has been well received by students, or instead enrol in the Board Developed courses of Studies of Religion I or II.

Whilst 2020 has been hit by COVID 19 and caused many changes to our usual way of doing things, it has highlighted the importance of having our students connect with one another and the community through liturgy, prayer and community service.

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.

St Johns College and its staff worked very effectively and efficiently to implement alternative learning structures and pedagogies when COVID-19 shutdown led to remote learning for all students. Professional Development was instigated to allow teaching staff to develop and enhance a range of digital and online technologies to engage and motivate students. The take up by staff and the quality of online learning resources produced was outstanding. The acknowledgment that developing skills, knowledge and understanding of essential learning was a benefit that was quickly identified, highlighted and implemented in online learning resources by staff. Online student engagement tracking systems were put in place to allow staff. KLA Coordinators and Year Coordinators to monitor and respond to individual student engagement and learning. A thanks must go to the CEBD staff for their effectiveness in allowing staff to access a range of online PD and software upgrades.

Learning Plus continues to offer staff the opportunity to work with students at a tier 2 intervention level without having to remove them from class. Learning Plus also offers teachers the opportunity to collaborate to build capacity in areas such as pedagogical approaches, developing formative and summative assessment tasks and moderation of learning and assessment tasks.

The PLC model continues to benefit students by allowing staff a dedicated time to enhance their capacity and understanding. Teachers felt that their time was valued, and the ability to build teacher capacity within this space cannot be underestimated.

An aim of the College in 2020 was to build teacher capacity in how to develop skills to improve literacy in students across all areas of the curriculum. The move to remote learning and the uncertainty created did not create an environment to allow this to flourish. Processes have been put into place to allow this to be a major focus of the College in 2021.

The review of Curriculum Policy was undertaken in Semester 2, with a specific focus on formative and summative assessment in Year 7-10. The review involved collaboration between the Curriculum Coordinator, Learning and Teaching Coordinator and KLA

Coordinators. The document is 95% complete and in the final review stage. It has been developed as a working document to give guidance to staff and students.

Semester 2 saw the introduction of targeted Gifted and Talented Groups in Year 7 Literacy and Numeracy. Students involved in numeracy were removed from 1 math lesson per week to focus on building their mathematics capacity. The same was also done for those identified in Literacy. This will continue to be a work in progress in 2021.

Student Performance in 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 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.

Due to the restrictions of COVID-19 in 2020, NAPLAN was cancelled, meaning students in Years 3, 5, 7, and 9 did not have the opportunity to undertake these tests.

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%.

The 2020 HSC results were highly commendable. Of the 83 students who sat the HSC 30 Band 6s were achieved and 126 Band 5s. A Band 6 was scored in the following Key learning Areas: English, Mathematics, Science, HSIE, Creative Arts, TAS, and PDHPE.

St Johns College Dubbo achieved a first in the Bathurst Diocese for 18 subjects.

The College Dux received an ATAR of 99.85 and a HSC All Rounder Award.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2018		2019		2020	
	School	State	School	State	School	State
Studies of Religion I	24 %	37 %	59 %	46 %	38 %	44 %
English (Advanced)	63 %	63 %	52 %	62 %	74 %	63 %
English (Standard)	11 %	15 %	6 %	12 %	5 %	12 %
Mathematics Standard 2	63 %	52 %	40 %	49 %	10 %	25 %
Community & Family Studie	41 %	29 %	55 %	37 %	56 %	34 %
Industrial Technology	79 %	23 %	100 %	22 %	53 %	24 %
Software Design & Develop	45 %	37 %	100 %	45 %	38 %	38 %
Visual Arts	81 %	53 %	81 %	63 %	89 %	65 %
Ancient History	33 %	36 %	8 %	36 %	38 %	33 %
Modern History	40 %	42 %	25 %	40 %	33 %	37 %
Personal Dev,Health & PE	22 %	33 %	4 %	32 %	28 %	34 %

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 2020, the number of students issued with a RoSA was 21

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College's Pastoral Care and Student Wellbeing Policy, 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.

No changes were made to the Diocese of Bathurst Pastoral Care and Wellbeing Framework this year. 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 Policy and procedures are aligned to the Pastoral Care and 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 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.

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 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 established a Complaints Management Policy which is implemented across the diocese. The policy recognises that misunderstandings, differences of opinion, and complaints and grievances will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world.

The Policies 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.

In addition to this policy, there are also policies and procedures related to Child Protection, Procedural Fairness, and Whistle Blowers. All of these are available through the [CEDB website](#).

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

Initiatives promoting respect and responsibility

- Student Representative Council Leadership Program
- Student Service-Leadership Program (Year 11)
- House-based Community Service Projects (Year 11)

- Peer Support Program (Year 10 training for Year 11 leadership)
- Hit the Ground Running (transition program support Year 6 students joining the College for Year 7)
- Resourceful Adolescent Program (Year 7)
- Second Step Program (Year 7)
- Digital eSafety Licence (Year 7)
- Step Up Program (Tier 2) for Year 7 & 8 students
- RAGE Program (Tier 2) for Year 7 & 8 groups to assist with respectful and positive emotional regulation and anger management
- Discipleship. Introduction to Youth Ministry (Year 9)
- Love Bites Program (Year 10)
- Discipleship. Leadership in Primary Schools (Year 10)
- Responsible Driving Program (Year 11)
- Year 12 Charity fundraising for local charity, Clare's Angels: in excess of \$23,000 raised
- Guest visits by Schools Liaison Police Officers and community health workers
- Use of Remote Learning Chronicle Templates during Remote Learning to ensure ongoing student accountability for learning
- Anti-bullying Program
- Introduction of the SJC Merit System and House Cup
- Student Cybersafety webinars for parents and students in Years 8 & 9 by "Safe on Social" to encourage responsible and informed use of social media
- Introduction of "respect cards" for all students to contribute to the House Cup
- Evaluation and refinement of the Agreed Practices explicitly requiring "safe, respectful interactions" at all times, reinforced through signage
- Rewriting of the SJC Pastoral Care Framework and Policy documents to reflect the revitalised missional focus on "respect" as a core value at SJC

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 obtained from the College office.

Key Improvements Achieved

- To develop a shared Mission and Vision/Values Statement for St Johns College through a collaborative meeting structure involving all staff and a small working party.
- To commence the construction of the new St Johns College Hall.
- To target opportunities for staff leadership succession.
- Consolidation of Agreed Practices through simplified language and redesigned signage. Explicit emphasis for students and staff on adherence to Agreed Practices.
- Clarify a Pastoral Care Policy that clearly articulates Tier 1, Tier 2 and Tier 3 school wide practices and interventions as they relate to student conduct in the context of the Vision and Mission.
- Design and delivery of Year 7 Pastoral Care as a timetabled subject.
- Introduction of the Level 1 Coordinator of Positive Programs to assess and respond to student wellbeing needs through a holistic Year 7-12 approach.
- Improve the standard of writing across Stages 4 and 5, particularly with disengaged students
- Strengthen the collegiality and shared value of the KLA Coordinators throughout the College.
- To provide more opportunities for staff and students to grow in their own faith journey.

Priority Key Improvements for Next Year

- Promote the CEBD support program for teachers to commence Theology studies.
- Ensure the completion of Aboriginal garden (totem poles).
- Development of a Strategic Direction for 2021-2023 for SJC.
- To grow an Instructional Rounds strategy culture in the College.
- Mentor and support KLA Coordinators in their role.
- To make writing a priority for all subjects and students.
- To develop a school-wide approach to behaviour and wellbeing
- To continue to develop a culture of reflective and collaborative goal setting to develop teacher capacity.
- Build capacity of staff in Tier 1 classroom management.

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, 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 School Improvement Surveys. This data is used to further inform school improvement.

Parent satisfaction

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

4.3/5 for the College having a strong Catholic school identity

4.3/5 College has a clear connection to the local Parish

3.9/5 a priority for academic growth

3.8/5 Positive relationships exist in the College community

Parents have generally expressed that that the school is positively perceived in the local community and is recognised for excellent academic focus.

Parent attendance at the Annual Awards Evening is high and supportive.

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.

Student satisfaction

Student satisfaction as measured on the Qualtrics platform indicate an average score of 3.5/5 overall. Students scored SJC

3.8/5 for a school with a clear Catholic identity, connection with Parish and involvement in community and charitable activities

3.3/5 our school promotes and nurturers a culture of positive wellbeing.

3.7/5 our school sees student learning as important.

4.0/5 our school systematically monitors performance data to inform learning and teaching.

Students believed that the College supports them to become independent learners 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 2020 4 more shade sails were added to the playground.

Students have expressed through the Qualtrics surveys that the College provides a range of subjects for student choice with excellent opportunities with VET Courses and SBAT's available.

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, 16 staff members are ex-students from the College.

Staff were surveyed from the Qualtrics platform and 4.2/5 of staff agreed that the College has a clear identity as a Catholic school.

4.0/5 agreed positive relationships exist in the school.

4.1/5 agreed the college places high priority on academic growth at all levels of learning

3.8/5 parents are well informed about their children's progress through parent teacher interviews/meetings.

4.0/5 our school has a well established and high functioning Professional Learning Calendar.

Teachers believe

4.0/5 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 collaboratively developed the new Mission and Vision for the College in 2020.

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 2020 year is detailed below:

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$10,953,720
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$3,086,368
Fees and Private Income ⁴	\$3,341,262
Interest Subsidy Grants	\$5,313
Other Capital Income ⁵	\$383,192
Total Income	\$17,769,855

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$723,344
Salaries and Related Expenses ⁷	\$12,022,715
Non-Salary Expenses ⁸	\$4,209,743
Total Expenditure	\$16,955,802

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 2020 REPORT