

# 2021

## ANNUAL SCHOOL REPORT



### St Johns College

162 Sheraton Road, DUBBO 2830

Principal: Mrs Nicole Morton

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

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## About this report

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

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

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

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

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## Message from key groups in our community

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### 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. Our focus will continue to be on developing positive behaviours which promote respect for self and others. 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 spiritually, academically, socially and physically throughout their journey at St Johns College. Our focus is on building stronger relationships between students, staff, parents and community 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

2021 was an interesting, yet disruptive year for everyone with our children adapting to some big changes in their education. Parents and carers were very appreciative of the efforts of all staff during Home Based Learning. The P&F would also like to acknowledge our new Principal, Mrs Nicole Morton to St Johns College in 2021.

The P&F met earlier in the year to discuss a change in the role of the P&F to increase engagement and connection between the school and parents, carers and friends. We hope to continue with this engagement and connection in 2022.

### Student Body Message

One of the major lessons we'll learn about life, is that we have nothing to prove and yet - everything to offer. We would like to give special thanks to our leaders, mentors, parents and

friends - all who make up this wonderful St Johns community. We'd like to express our greatest appreciation to the our teachers. Thank you for taking on the part of our role models, educators and our biggest supporters. We could never describe in words just how grateful we are for all you've done. Your influence expands beyond the classroom, into the world around us - encouraging us to challenge ourselves, and reach for the limitless possibilities before us.

We are so proud to say that we can we finally made it. But it hasn't come easy. We have endured such unprecedented times that no other year group has experienced...."it's a perfect year to be a wildflower, allowing yourself to grow in all the places people never thought you would." We have epitomised this phrase, growing together and lifting each other up. Finding light in the darkness and coming together in those times of need. Our thanks to St Johns for allowing us the space, support and guidance to grow.

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## School Features

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

Our focus on faith 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 Pastoral Care programs are informed by our faith. In 2021 we began shifting our focus of Pastoral Care to Academic Care - which enables us to encapsulate all elements of learning and living at the College. Additionally, our Pastoral Care programs are an integral part of St Johns College are embedded into the fabric of the College, promoting a caring and safe community.

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 is transitioning to 1:1 Devices commencing in 2022. Every student in Year 7-11 will be given a Chromebook. 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.

Our 2021 HSC students attained 106 Band 5 & 6's across Maths Ext 2, English, Biology, Studies of Religion, Drama, Music, Economics, Food Technology, PDHPE, and Mathematics. Abram Liddell came first in the State for Electrotechnology and 15 of our students topped the Bathurst Diocese in Biology, Drama, Economics, Visual Arts, English Ext 2, Information Processing and Technology, Society and Culture, Software Design and Development, Auto technology, Electrotechnology, Entertainment, Hospitality and Primary Industries.

A new Multipurpose Hall was completed in December of 2021. 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 2021 we have refurbished our Library

which will become known as the Resource Hub. More new Shade Sails have been installed, classrooms painted, re-carpeted, and furnished with new desks.

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## Student Profile

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### 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 2021:

Girls	Boys	LBOTE*	Total Students
455	453	0	908

\* 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 2021 was 88.06%. 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
91.57	90.15	88.59	88.55	85.69	83.80

### 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 2019, 49% completed Year 12 in 2021.

**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).

<b>Senior secondary outcomes 2021</b>	
% of students undertaking vocational training or training in a trade during the senior years of schooling	38 %
% 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.

The Year 12 Graduating class of 2021 post school destinations:

- 75% to Universities
- 20% to TAFE/Apprenticeships/Other Institutions
- 5% Workforce Entry

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	109
Number of full time teaching staff	60
Number of part time teaching staff	19
Number of non-teaching staff	30

### 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:

- 29 Conditional teachers
- 24 Provisional teachers
- 873 Proficient teachers
- 2 Highly Accomplished and Lead Teachers

Additionally, there are approximately 9 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
- improving student learning
- student wellbeing.

The school engaged in faith formation opportunities led by our Faith team, Fr Greg Kennedy, and our Leader of Faith and Mission.

In 2021 the school embraced a new learning focus including a new Learning Framework. The new framework, named A.C.T, focused on **activating student learning** at the beginning of each learning session, **clarifying student understanding** and **transferring student learning**. We also engaged in professional learning in digital pedagogy skills.

Our final development focus encompassed the partnership with Real Schools to build positive and restorative focused relationships with students to enable their success.

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## Catholic Identity and Mission

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

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

Students in Years 6 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. 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. Once again COVID restrictions, resulted in Year 8 and 10 missing out in 2021. Year 12, 11, 9 and 7 Retreats went ahead and were very successful. We were blessed to have access to Chris Doyle who led our Year 9 and 11 retreats with positive messages of love, making choices and the strength of our faith to support us in our lives. The College had plans to take students in Year 11 on an Immersion and Community Service Program in 2021 which was unfortunately cancelled due to COVID. We look forward to this eventuating in 2022.

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. 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.

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 Brigids every month with students leading music, choir, readings and providing Eucharist

ministers for the faithful. College links with St Brigids Parish continues to be explored and developed.

The Liturgical life of the school was impacted by COVID in 2021. However, this enabled transition into an online space for faith, which allowed outreach to our families and students during lockdown and to our cohorts when we were back at school.

We look forward to 2022 when we can come together as a Catholic school community and celebrate mass together in our new St Johns College Hall, as this will be the first time we have had a communal space large enough for us to achieve this.

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## Curriculum, Learning and Teaching

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### Secondary Curriculum

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

2021 was a year of great change to our curriculum structures and there was a renewed focus on pedagogy in the classroom. In Term 2 the school transitioned to 5 one hour learning sessions per day. Effectively, this extended the learning time in each classroom and enabled deeper learning opportunities to take place.

Additionally the school implemented a learning framework across all Key Learning Areas in the school called A.C.T. This framework utilises three phases of learning within a one hour session. Each phase utilises high impact teaching strategies to activate student prior knowledge and activate thinking about the learning target. The second phase incorporates time focused on the development of the skill, essentially clarifying the learning for the student. And the final phase of the lesson is focused on students demonstrating the transfer of knowledge and their ability to reflect the learning that has taken place during the session. All staff and all students have been exposed to the learning framework and build their lessons around this structure.

Stage 5 elective options were increased for Year 9 and 10 subject selections. Students were provided with an additional elective line - as we believe that students that have choice over their learning are more engaged in their learning. Excitingly we were also able to offer a new range of accelerated HSC courses for our Year 10 students and also offer a range of new subject choices that reflect a greater diversity in student selections. 2021 also saw the shift to our students in Year 12 accessing the Diocesan Learning Hub for Extension 2 subjects. The Diocese continues to provide our students with increased learning opportunities in the area of Physics, Senior Chemistry, and Stage 5 Science.

As a result of COVID19 and lockdown, we were operating in an online world for nearly 10 weeks during Term 3 and 4. Students and staff transitioned well to the Google classroom platform and we were extremely pleased with the independent study skills demonstrated by many of our students as they navigated their way through this mode of schooling.

We undertook a whole school review in May 2021, which assessed our curriculum, programs and teaching structures in our community. The review team provided areas of commendation and recommendation to the school. The review team commented,

*St Johns has a strong reputation for providing high-quality academic learning, especially for talented independent learners across various Key Learning Areas (KLAs). Similarly, the Independent Learning Centre (ILC) and the Step-up program are highly valued for the extra support they provide. Many pathway options are available for students in Stages 5 and 6, including VET aligned courses and School-Based Apprenticeships and Traineeships (SBATs). Active pathway support is provided for Aboriginal and Torres Strait Islanders students from Year 9 – 12. Students spoke highly of the many dedicated staff and the good quality of the learning they receive.*

Finally, the school also transitioned from a singular pastoral approach to an academic care model.

## 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 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	16%	26%	20%	23%
	Reading	23%	28%	16%	16%
	Writing	14%	20%	25%	25%
	Spelling	28%	31%	10%	15%
	Numeracy	31%	33%	13%	17%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	20%	21%	22%	26%
	Reading	17%	21%	18%	24%
	Writing	15%	14%	28%	36%
	Spelling	17%	21%	20%	22%
	Numeracy	19%	22%	10%	18%



## 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%.

Our 2021 HSC students attained 106 Band 5 & 6's across 20 different subject areas including Maths Ext 2, English, Biology, Studies of Religion, Drama, Music, Economics, Food Technology, PDHPE, and Mathematics. Abram Liddell came first in the State for Electrotechnology and 15 of our students topped the Bathurst Diocese in Biology, Drama, Economics, Visual Arts, English Ext 2, Information Processing and Technology, Society and Culture, Software Design and Development, Auto technology, Electrotechnology, Entertainment, Hospitality and Primary Industries.

There is no doubt that our students were impacted by COVID19 throughout both their Preliminary and HSC course delivery. Despite this, our students demonstrated learning growth as evidenced by Decourcy results. In fact, this cohort attained the second highest level of learning growth since 2018.

Programs that were utilised to support our HSC students included Edrolo and ATOMI, in addition to existing Maths Clinics, Science Hub, English study days, Maths study days with Stuart Palmer, SOR study day with ISRA, specialist HSC guest speakers and holiday clinics.

Many of our students took advantage of the opportunity to engage in early entry applications with the support of our dedicated pathways team.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2019		2020		2021	
	School	State	School	State	School	State
Auto Exam Mech Tech	-	-	40 %	14 %	100 %	13 %
Biology	-	-	18 %	31 %	30 %	31 %
Design and Technology	-	-	50 %	47 %	67 %	55 %
Drama	-	-	60 %	47 %	67 %	46 %
Food Technology	-	-	33 %	30 %	75 %	36 %
Mathematics Extension 2	-	-	67 %	84 %	100 %	87 %
Music 1	-	-	25 %	64 %	100 %	64 %
Personal Dev,Health & PE	4 %	32 %	28 %	34 %	21 %	31 %

## 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 2021, the number of students issued with a RoSA was 20

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

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

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

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

The Diocese of Bathurst Pastoral Care and Wellbeing Framework 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, Procedural Fairness, and Whistle Blowers. All of these are available through the CEDB website and the school website.

## Initiatives promoting respect and responsibility

*In 2021 our school community placed significant value on developing and implementing pastoral programs to support the development of respect and responsibility in our school and in the wider community.*

One initiative that was introduced in 2021 to facilitate respect for self and community occurred with our Year 9 cohort - the program is known as the Rite Journey. This evidence based program was designed to engage students in the rightful passage from childhood to adulthood through the exploration of self, events and experiences to facilitate the evolution from young person to young adult. This program included parent engagement with information evenings and ceremonies to ensure full support and understanding of our community.

Further Initiatives to promote respect and responsibility included:

- 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)
- Transitions Programs that included increased student orientation days as well as the established 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 and 8 students
- RAGE Program (Tier 2) for Year 7 and 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, Leader Life- in excess of \$14 000
- 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
- Introduction of the Inter-schools Cup
- Student Cyber safety webinars for parents and students in Years 8 and 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

- Implementation of the SJC Pastoral Care Framework and Policy documents to reflect the revitalised missional focus on “respect” as a core value at SJC

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## School Improvement

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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

Key improvements in 2021 included:

- Timetable restructure
- Introduction of the Learning Framework A.C.T
- Shift to Academic Care Model
- Real Schools Partnership
- Restructure of student leadership positions and responsibilities
- Refurbishment of facilities including the Resource Hub (formerly known as the Library) which saw the addition of the IT team, Pathways team, library team and the Senior Wellbeing team move into this space. The building was re-carpeted, new furniture to enable more flexible learning spaces and the creation of several break out rooms to support a change in pedagogy.
- The addition of the new St Johns College Hall was built in 2021 - it will be a significant place for our Catholic community to demonstrate respect, encourage achievement and to promote belonging. The St Johns College Hall will be officially opened and blessed by +Michael McKenna, Bishop of Bathurst Diocese on the 6th April 2022.
- Moved the Uniform shop and Canteen to online platforms
- Refurbishment of Art rooms and old computer rooms

## Priority Key Improvements for Next Year

The planned improvements for 2022 include:

- Digital device rollout for students in Yrs 7-11. Each student will receive a Chromebook to enable them to access work from home and engage in 21st Century learning opportunities in each lesson
- Locker bay installation - all students from Yrs 7-12 have been provided with a locker to minimise the need for bags across the school and to securely store their devices and belongings
- Specialised staffing positions created to assist in school improvement journey - Academic Stage Leaders, Assistant Principal, Leader of Data, Leader of Digital Pedagogy, Instructional Coach, Operations and Administration Manager, Step Up Coordinator, Leader of Transitions and Daily Organiser. Each speciality position has been created with strategic staffing for 2021 to assist in ensuring each student is known and supported to learn.
- Increased cultural awareness and experiences due to an increased AEW team with clear delineated responsibilities to support our Aboriginal students and Non-Aboriginal students
- Implementation of the CANVAS learning management system for students and staff
- Real Schools project
- Phase 2 of the Academic Care Model in action
- Embedding the A.C.T learning framework
- Engage in school master plan to improve the outdoor and indoor learning spaces and provide more shaded areas in the school
- Refurnishing classrooms - old computer rooms, and student study area



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## Community Satisfaction

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year 2021, 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.

### Parent satisfaction

Our parents satisfaction is above average according to our 2021 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 2021
- our school striving for ongoing improvement

Our parents have recommended that we continue to:

- ensure decision making processes are transparent and clear
- resources and supports are more evenly distributed across the whole school community
- teachers seek feedback from students
- provide more opportunities for student voice in decision making
- continue to promote and provide opportunities for our Aboriginal students and
- continue to engage in a range of social justice activities

## Student satisfaction

Across Years 7-12 students satisfaction is above average according to our 2021 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 Brigids 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
- show more care for the environment
- discipline procedures are fair and transparent
- classrooms are more stimulating and engaging
- 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 2021 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
- by resourcing the school to ensure we offer contemporary learning environments
- continuing to grow the perception of the school community in regards to all the great things that are happening in our community

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## Financial Statement

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

School Financial Information for the 2021 year is detailed here:

<b>Recurrent and Capital Income 2021</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$11,461,315
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$3,115,028
Fees and Private Income <sup>4</sup>	\$3,503,905
Interest Subsidy Grants	\$5,294
Other Capital Income <sup>5</sup>	\$398,080
<b>Total Income</b>	<b>\$18,483,622</b>

<b>Recurrent and Capital Expenditure 2021</b>	
Capital Expenditure <sup>6</sup>	\$5,677,277
Salaries and Related Expenses <sup>7</sup>	\$11,730,077
Non-Salary Expenses <sup>8</sup>	\$3,856,226
<b>Total Expenditure</b>	<b>\$21,263,580</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2021 REPORT