

2019 Annual School Report to the Community

St Johns College Dubbo

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Principal Mrs Kerry Morris





Principal's Message

The 2019 academic year commenced in January with a College enrolment of 888 students. The 2019 HSC class achieved highly commendable results. The HSC students of 2019 achieved 35 Band 6's over 15 different key learning areas and across 17 different subjects. The students also scored 125 Band 5 results demonstrating a depth of achievement throughout within the cohort. The College Dux achieved a commendable ATAR of 99.4.

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

St Johns College is a community offering the opportunity for the whole person to develop and grow. The College identifies itself as Catholic that is formed around the teachings of the Catholic Church. The Year 12 cohort raised over \$15,250 for local charity, Royal Flying Doctors Service. This commitment demonstrates the high quality of the Student Leadership Team and their willingness to contribute to community service, fund raising and academic excellence.

Kerry Morris, Principal

Parish Priest's Message

As we enter another year I reflect on the great efforts being made to improve teaching and learning, particularly in the middle school, to enhance staff involvement and morale, and to create a rewarding environment for the students.

Unfortunately we will not have a 'youth worker' for 2020 as Anthea Joshua leaves for university. The last two years have proven the great value of this role and hopefully we will be able to continue in 2021.

We are edging closer to the building of a new hall, which will be an exciting development for the whole college and wider community.

There are still many challenges to be faced and I feel confident that the leadership team is heading in the right direction and listening to all stakeholders. May the Holy Spirit continue to guide us.

Fr Greg Kennedy, Parish Priest

Parent Body Message

In 2019 the Parents and Friends Association elected Executive Team was comprised of Karen Saunders - Treasurer; Robyn Harvey – Secretary and Gabrielle Nicholls – President. The position of Vice President remained unfilled.

The P and F collaborated with the School on the development of the new Mobile phone policy which was successfully rolled out with positive feedback from teachers, parents and students.

The P and F were also represented on the uniform committee which, after a long process, successfully introduced pants as part of the girls uniform options. There was also a change in the sports uniform, with positive feedback around the cut, quality and look of the new line.

Parents supported the pastoral care reforms that had been presented by Mrs Jenny Furney and were pleased with the announcement of approval for the new hall.

Gabrielle Nicholls, P and F President

Student Body Message

As the newly elected College Captains for 2020, we are truly honoured and privileged to be working 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.

This year can be envisaged as the year of change. 2020 is an auspicious year in regards to vision. As captains our vision is to establish a rich and vibrant community, and with our leadership team not only following but guiding us, we are guaranteed an amazing year.

We recognise our many responsibilities for this school, and through our role we will continue to actively instil a sense of pride and dignity for all our fellow peers.

We aim to uphold the strong reputation of the College by presenting ourselves to the community with pride and spirit that our school is known for. And through leading by example, we plan to encourage all students to explore their individual passions and embrace our College values.

College Captains

SECTION TWO: SCHOOL FEATURES

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

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

The College is located in Sheraton Road in a rural environment setting on 40 hectares. College enrolment is approximately 900 students. There are 73 teachers as well as 60 support and ancillary staff. Professionally experienced Counsellors are also available for students and families. The Parish Priest is the College Manager and the College Chaplain.

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

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

The College is highly resourced with over 800 computers in its network. In 2019 the BYOD Policy is in place for Year 11 and Year 12. 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 2019, 9 students scored over 89 ATAR with students achieving 35 Band 6's overall. Two students achieved ATAR's over 99 and one named as NSW HSC All Rounder.

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

The Parents and Friends Association acts as conduit between the College and the parent body. A sub-committee made recommendations for changes to the College uniform which were passed and implemented in 2019.

Spiritually the College has two Religious Education Coordinators, one covering Curriculum and one Ministry and Mission.

Student Enrolment

The School caters for students in Year 7 to Year 12. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019:

Girls	Boys	LBOTE*	Total Students
455	455	64	910

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2017, 65% completed Year 12 in 2019.

Enrolment Policy

The school enrolment policy has been developed in the context of government, system and parish requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Diocesan school fee, the Capital Works Levy and local fees and charges.

Detailed information about enrolment at the school is available from the school administration office. CEDB Enrolment Policy is available from the CEDB website: www.bth.catholic.edu.au.

Student Attendance Rates

The average student attendance rate for 2019 was 83.08%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	88.30%
Year 8	87.60%
Year 9	85.20%
Year 10	83.80%
Year 11	85.40%
Year 12	68.20%

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their learning. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Executive Director of Schools (or designated CEDB Officer) is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior Secondary Outcomes. Year 12

% of students undertaking vocational training or training in a trade during the senior years of schooling.	30%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

Student Post School Destinations

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

Destination Data	University	TAFE / Other institutions	Workforce entry	Destination not reported
Year 12, 2019 Graduating Class	72%	5%	8%	15%

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2019:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
76	37	113

* This number includes 64 full-time teachers and 12 part-time teachers.

Percentage of staff who are Indigenous	2%
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Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by Catholic Education Diocese of Bathurst. The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

The School held the equivalent of five staff developments days this year with areas of focus as follows:

Term 1	Developing Agreed Classroom Practices. Using Compass to Manage Attendance
Term 2	Child Protection crossing Professional Boundaries and Managing Disclosures
Term 3	Aboriginal and Torres Strait Islander Cultural Competence. Setting up classrooms to effectively manage inappropriate behaviours.
Term 4	Positive Classrooms - School wide Positive Behaviour for Learning and Tier 1 Behaviour Interventions. Social and Emotional Learning and the Second Steps Program.

In 2019 there was an emphasis on Professional Learning relating to Student Well Being.

Teacher Standards

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

Teacher Standards		Percentage of Teachers
1	Graduate Teachers	9%
2	Proficient Teachers	90%
3	Highly Accomplished and Lead Teachers	1%

SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

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

The School follows the Diocesan Religious Education Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Bishop of Bathurst.

St Johns College recognises that each student is God's gift to the world and their family. To this end, College life is encompassed by the Catholic faith not only through liturgy, prayer and the Religious Education curriculum but also through the pastoral ideals and procedures embedded in the College.

Every Year Group had the opportunity to take part in a Retreat Program during the course of 2019. A twilight Staff Retreat was also held as a means to allow staff to explore and develop their individual faith journeys. The Retreat program continues to be evaluated.

Students were given several opportunities to live out the Gospel values that are promoted at the College. Money was raised for Caritas and the St Vincent de Paul Christmas Hamper appeal. This same desire to give could also be seen when each House - Moore, LaSalle, Lennon and McAuley took part in a community service project.

The spiritual life of the school was enhanced by a number of whole school and year group masses and liturgies. The Easter Liturgy, ANZAC Day Liturgy and end of Year Mass are just some examples of the school community gathering in faith and being given the chance to explore their own faith journeys. Founders Day was extremely successful in 2019. The running and focus of the day continues to be evaluated.

A Youth Minister was again employed in 2019. This has been an extremely successful venture for the College. Catholic Schools Youth Ministries Australia (CSYMA) continued with the program culminating in an overnight youth festival, *Shine*, held in Orange with students from other schools in the Diocese.

The Year 11 Catholic Schools community service program to the 4 Catholic feeder schools continued in 2019. This program is valued by the Year 11 students and well received by the Primary schools. Connection to the broader Catholic community was also achieved through the running of Sunday night Mass at St Brigids. Staff and students were responsible for readings, Eucharistic ministry and music at set masses throughout the year.

Students are required to follow a formal course of study from Year 7 to Year 12. In their Senior Studies (Years 11-12) students can elect to continue this course of study or enrol in the Board Developed courses of Studies of Religion I or II. 2019 saw the introduction of a trial course called 'Studies in Catholic Thought', with the idea that all students not taking SOR would take this option in 2020.

The year was capped off by the Australian Catholic Youth Festival in Perth. The REC - Ministry and Mission, along with ten lucky Year 10 and 11 students, travelled to Perth with other Bathurst Diocese students to attend the festival. This was a once-in-a-lifetime experience for which these students are extremely grateful to Bishop Michael and the Bathurst Diocese.

SECTION SIX: CURRICULUM

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

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Year 7 and 8 Core Subjects

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

Year 8 Interest Electives

Agricultural Technology, Cultural Experience, Digital Media & Programming, Drama and Theory and Practice in Sport and Games.

Year 9 and 10 Core Subjects

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

Year 9 and 10 Electives

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

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

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

School Delivered VET Courses

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

1U Catholic Studies (Year 12)

1U Studies in Catholic Thought

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

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

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

NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	25.60%	29.20%	19.00%	19.00%
	Reading	28.20%	29.40%	10.30%	15.20%
	Writing	10.70%	15.20%	44.40%	27.80%
	Spelling	29.20%	30.40%	17.40%	15.70%
	Numeracy	28.20%	34.20%	13.30%	15.10%

NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	21.60%	18.50%	23.50%	24.50%
	Reading	14.80%	21.30%	20.00%	20.40%
	Writing	12.90%	12.40%	45.80%	37.70%
	Spelling	18.30%	20.90%	24.80%	19.80%
	Numeracy	24.40%	24.40%	14.10%	16.20%

Higher School Certificate

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

HIGHER SCHOOL CERTIFICATE	Percentage of students in top 2 bands (Bands 5 and 6)					
	2017		2018		2019	
	School	State	School	State	School	State
Studies of Religion I	0%	0%	0%	0%	59%	46%
Studies of Religion 1	47%	50%	24%	37%	0%	0%
English (Standard)	0%	0%	0%	0%	6%	12%
English Standard	34%	16%	11%	15%	0%	0%
English (Advanced)	0%	0%	0%	0%	52%	62%
English Advanced	100%	64%	63%	63%	0%	0%
Mathematics	63%	54%	63%	52%	40%	49%
Community & Family Studie	0%	0%	0%	0%	55%	37%
Community and Family Studies	31%	30%	41%	29%	0%	0%
Industrial Technology	91%	22%	79%	23%	100%	22%
Society and Culture	41%	48%	40%	47%	67%	45%
Software Design & Develop	25%	36%	45%	37%	100%	45%
Visual Arts	92%	55%	81%	53%	81%	63%

The 2019 HSC results were highly commendable. Of the 104 students who sat their HSC, 15 students attained a total of 35 Band 6 results, another 44 students attained at least one Band 5/E3 in a total of 125.

16 different subjects achieved Band 6 results and 5 of these subjects achieved a higher percentage of students in Band 6 compared to the State average. 13 subjects from 9 different KLA's achieved a higher or equivalent percentage of students in Band 5 and 6 compared to the State average.

The College Dux received an ATAR of 99.4 and one student the HSC All Rounder Award with an ATAR of 99.1.

In 2019 the number of students issued with a RoSA	17
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Student Welfare Policy

No changes were made to the Student Welfare Policy in 2019.

Catholic Education Diocese of Bathurst ensures each school has a Student Welfare or Pastoral Care Policy. This policy guides the school community in establishing a safe and supportive environment in which all students thrive to reach their potential. Student welfare and student learning are intrinsically linked and fostered by the collaborative endeavours of staff and parents and community.

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

Discipline Policy

Each school in Catholic Education Diocese of Bathurst has a Discipline Policy. This policy is developed to encourage and foster positive relationships and behaviours among members of the school community. The policy details the processes the school undertakes to foster behavioural change in individuals who require assistance with specific behavioural areas. This policy may also include the rights and responsibilities of members of the school community.

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

No changes were made to the Discipline Policy in 2019.

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

Anti-Bullying Policy

The Diocese of Bathurst has a Discrimination, Harassment and Bullying Policy which guides the school's Anti-Bullying Policy. The policy provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person in the school community. No changes were made to the policy this year.

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

Complaints and Grievances Resolution Policy

The Diocese of Bathurst has a Complaints Guideline which is implemented by our schools. This document recognises that from time to time, misunderstandings and differences of opinion occur, and 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. No changes were made to the policy this year.

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

Initiatives Promoting Respect and Responsibility

- Student Representative Council and Leadership Programs
- Student Leadership Program (Year 11)
- Peer Support Program
- Hit the Ground Running (for Year 6 students entering Year 7 at the College)
- Resourceful Adolescent Program (Year 7)
- Second Step Program (Year 8)
- Discipleship. Introduction to Youth Ministry (Year 9)
- Love Bites Program (Year 10)
- Discipleship. Leadership in Primary Schools (Year 10)
- Responsible Driving Program (Year 11)
- GRIP Leadership training (Student Representative Council and elected leaders)
- Year 12 Charity Golf Day
- Drug and Alcohol Awareness Development Program and booklet development in conjunction with Police and parents
- Guest visits by community leaders including drug and alcohol counsellors, police liaison officers and community health workers
- House-Based Community Service Projects: Lennon – Drought Relief; La Salle – Daffodil Day for the Cancer Council; Moore – Blue Tree Project; McAuley – Valentines Day for Clare's Angels.

- House-Based Welcome Evenings for Year 7 hosted by Year 12
- Anti-bullying Program including Peer Mediation

SECTION NINE: QUALITY CATHOLIC EDUCATION

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

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Improvement Plan. The School engages in an annual evidence-based evaluation of its effectiveness against standards in collaboration with the Consultant to Schools.

Key Improvements Achieved in 2019

- Aboriginal and Torres Strait Islander (ATSI) students were involved in the Junior and Senior Aboriginal Educational Consultative Group under the guidance of a new Aboriginal Student Pathways Adviser.
- A highly successful NAIDOC celebration was held embracing the theme, *'Voice, Treaty, Truth - Lets work together for a better future'*.
- New SBAT opportunities were developed for ATSI students through the Aboriginal Student Pathways Advisor.
- The Strategic Focus for Learning was set to improve the standards of writing across Stages 4 and 5, particularly with disengaged students. All KLA's structured strategies to achieve this goal in the 2020 Annual Improvement Plan.
- The new St Johns College Hall has gone to tender. Construction to commence in 2020
- Compass is now fully functional for Attendance.
- Many more staff have been given the opportunity for HSC Marking.
- Approval has been granted for the construction of a new Hall for the College to sit 1300.
- Many staff members completed a post graduate qualification in Theology in 2019 through either a Masters or Graduate Diploma program.

Priority Key Improvements for 2020

- To develop a shared Mission and Vision/Values Statement for Saint Johns College through a collaborative meeting structure involving all staff and a small working party.
- To complete the construction of the new St Johns College Hall.
- Upgrade the back oval and general sporting facilities in the College.
- 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.

SECTION TEN: PARENT, STUDENT AND TEACHER SATISFACTION

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

Parent Satisfaction

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

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

4.2/5 College has a clear connection to the local Parish

3.6/5 a priority for academic growth

3.8/5 technology is effectively integrated into teaching and learning

3.8/5 school grounds and other facilities are safe and well maintained

Parents have generally expressed that that the school is positively perceived in the local community and is well organised and clearly articulates strategies for improving both student achievement and wellbeing. 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.

Parents can contribute to the review of College policy such as the Agreed Practices, through involvement in the College Parents and Friends Association. In 2019 a parent committee was formed to make recommendations for changes to the College uniform these were accepted and implemented.

Student Satisfaction

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

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

3.6/5 students are challenged in their learning and the school places a high priority on learning

3.8/5 for the use of technology to support learning

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 2019 sporting equipment such as outdoor table tennis tables and footballs, basketballs and soccer balls were available for students to use at recess and lunch. Further extension of new furniture for students in 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, 15 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.

3.9/5 agreed positive relationships exist in the school.

3.7/5 whole school organisation and communication procedures meet the needs of the school community.

4.0/5 agreed the college places high priority on academic growth at all levels of learning with

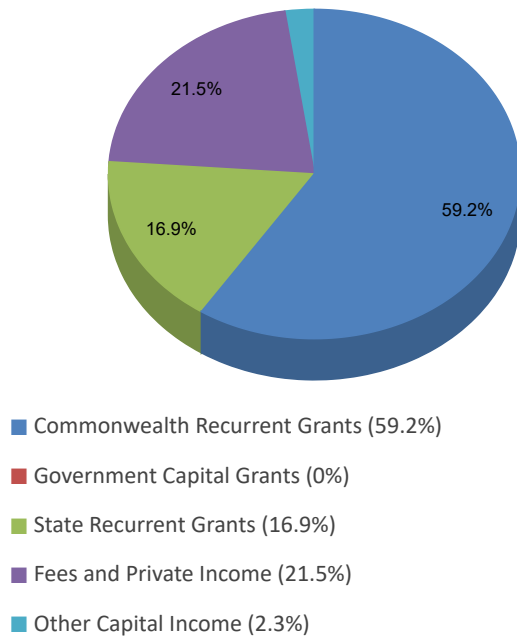
4.0/5 parents are well informed about their children's progress through parent teacher interviews/meetings.

Teachers believe

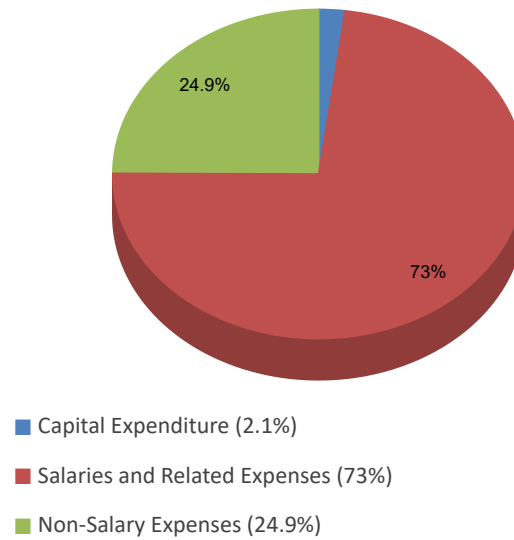
4.0/5 that the College is well established and highly functioning as well as uses data to inform strategic planning. The College has explicit and clear targets for improvement which are communicated through a collaboratively devised Annual Improvement Plan. Staff are asked to contribute to policy review such as the Agreed Practices and Mobile Phone Policy which are under review in 2019.

SECTION ELEVEN: FINANCIAL STATEMENT

Income



Expenditure



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

Notes

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