

St Johns College Dubbo
Annual School Report to the Community
2014



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Principal

Mrs Kerry Morris

Principal's Message

The 2014 academic year commenced in January with a College enrolment of 1080 students. There are waiting lists in Years 7 - 10. The 2014 HSC class achieved outstanding results. The College Dux gained an ATAR of 99.75. Two students achieved Premier Awards and 23 students achieved an ATAR over 90+. The College has achieved a 3rd in the State in Design and Technology as well as over 92 Band 6 scores. The College leaders were once again a wonderful group of young people who demonstrated peer leadership and modelling for all students. Their involvement, example and leadership have been integral to the ongoing academic, religious, cultural and sporting achievements of the College community. St Johns College is a community offering the opportunity for whole person development and growth to all students in an environment that identifies itself as Catholic and that is formed around the teachings of the Catholic Church. The Year 12 cohort raised over \$14,500 for a local charity, Burnside'. This commitment gives witness to the quality of our student leaders and to the willingness of the students to contribute to the community, academically, culturally, in sport and spiritually.

Parish Priest's Message

It's wonderful to be back in Dubbo after nearly 21 years. In that time St Johns College has doubled in size and has benefited from state of the art facilities in many learning areas. These facilities are matched by the dedication and expertise of our teaching staff and the friendliness and efficiency of the support staff.

I have been able to spend some time most mornings at the College and can see first hand the way the school runs. The pastoral care given to students is an example of the Christian framework upon which our school system is based.

I have also been able to attend the Year 12 and Year 11 Retreats and have worked closely with Rob Exner and Kristi Ryan as the leaders of the Religious Education within the school. Even within such a short time I have been impressed by the faith filled and professional approach to this foundational aspect of our student's education.

I look forward to working with Kerry Morris and her Executive team as they continue the great work of Catholic Education in this town.

Fr Greg Kennedy, Parish Priest, St Brigids Church Dubbo

Parent Body Message

The focus of the College Parents and Friends Association is to provide a conduit between the vast parent body and the College. In 2014 the P&F organised for Mr Graham Hyman, a highly respected authority on adolescent development and parenting teenagers, to revisit the College to speak with parents on "Living With Your Teenager". This followed on from his presentation in 2013 on "Understanding Your Teenager". Mr Hyman also spoke with Year 9 students.

In May 2014 the P&F also invited Mr Sam Cawthorn, a renowned motivational speaker, to visit St Johns College. Throughout the day Mr Cawthorn spoke with Year 9 and Year 10 students, and the College Leaders. He also gave a 90 minute workshop for parents, students and staff in the Library Theatre.

The College Parents and Friends Association holds its Annual General Meeting in March each year. All parents, carers and friends are welcome at the meetings. It is a great opportunity to meet the Executive and other parents. All meeting dates are publicised via the College Newsletter.

Alison Loudon, President, P&F Association 2014

Student Body Message

To be elected leaders of St Johns College: a school that flourishes with integrity, compassion and inspiring community spirit, is an absolute honour and a privilege. We look forward to fulfilling our duties as School Captains and we will strive to do it to the best of our abilities. Captaincy of St Johns College is most certainly an enriching experience. We will certainly carry the skills we gain from this experience with us for the rest of our lives.

We thank all those who will assist us and we wish all the best to those who will follow.

, College Captains

SECTION TWO: SCHOOL FEATURES

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

St Johns College was established in 1969 as Dubbo's Catholic Co-educational secondary school for students in Years 7-12. This was result of the amalgamation of the 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 at Sheraton Road in a rural environment setting on 40 hectares. College enrolment is approximately 1080 students. There are 90 teachers as well as 48 support and ancillary staff. Professionally experienced Counsellors are also available for students and families. The Parish Priest is the College Manager and College Chaplain.

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

Curriculum has a high expectations focus for all levels of ability. There are programs in place to address special needs students and 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 aides.

The College is highly resourced with over 800 computers in its network. 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. This centre opened in 2012 and is equipped with the latest technology for VET Hospitality, Metals and Engineering and Primary Industries.

Academically, the College is very successful extending students on the platform of solid pastoral care. The Dux scored an ATAR of 99.75 with two other students scoring over 99. 23 students scored over 90 ATAR with students achieving 92 Band 6's overall. The College also achieved 2 Premier Awards in the 2014 cohort.

The College has a long tradition of sporting excellence particularly in Rugby League, Rugby Union, Soccer, Netball, Basketball, Athletics and Swimming. A number of teams and individual students have been successful at CCC and State levels.

Spiritually, the College supports two Religious Education Coordinators covering Catholic Studies and BOSTES Studies of Religion curriculum and the Ministry and Mission focus of student Catholic Education. A comprehensive Spiritual Program is implemented in Catholic Studies classes using both the College Chapel and Parish Church.

Student Enrolment

The College caters for students in Year 7 to Year 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2014:

Girls	Boys	LBOTE*	Total Students
550	515	51	1065

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2012, 72% completed Year 12 in 2014.

Students at St Johns College tend to leave and attend boarding school, this occurs particularly at the completion of Years 8 or 9. This is related to a high level of tradition in the local Catholic community families. Other students leave in Year 10 and 11 as apprenticeships become available.

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 Diocesan Family Building Levy and local fees and charges.

Detailed information about enrolment at the school is available from the school administration office.

Student Attendance Rates

The average student attendance rate for 2014 was 92.50%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	94.01%
Year 8	92.25%
Year 9	92.87%
Year 10	92.32%
Year 11	91.84%
Year 12	91.70%

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 Catholic Schools or designated Catholic Education Office Bathurst officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College strategies have failed to restore regular attendance.

Senior Secondary Outcomes

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

Senior Secondary Outcomes. Year 12 2014

% of students undertaking vocational training or training in a trade during the senior years of schooling.	35.8%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	98.5%

Student Post School Destinations

Each year the College 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, 2014 Graduating Class	63.5%	0.5%	5%	31%

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2014:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
89	42	131

* This number includes 76 full-time teachers and 13 part-time teachers.

Percentage of staff who are Indigenous	2.3%
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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 the Catholic Education Office Sydney. The College 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 College held the equivalent of five staff developments days this year with areas of focus as follows:

Term 1	Professional Learning Communities
Term 2	Professional Learning Communities
Term 3	Student well-being
Term 4	Professional Learning Communities

The focus of a number of the PD days undertaken in 2014 supported the PLC model currently being implemented in stages. Two staff attended the Response to Intervention PD presented by Dr Austin Buffman and Gavin Grift. The model presented here has helped to shape the intervention model to be implemented at the College in 2015. CEO consultants made presentations on the PLC model on two occasions - one to Mathematics Faculty members and the second to KLA Coordinators. The focus for PD for members of the Pastoral Team were Mental Health, Emotional Wellbeing and Motivational Interviewing.

Teacher Standards

The following table sets out the number of teachers who fall into each of the three categories determined by the Board of Studies:

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	88
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	83

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

At St Johns College we are committed to providing a high quality education based on Catholic values and tradition. In striving for this, the College recognises that each student is God's gift to the world and their family and that we are privileged to share with parents the responsibility of assisting in each student's personal growth towards maturity. For this reason Catholic faith traditions infuse the College life not only through liturgy and prayer but also throughout College practices and procedures. Every Year Group at St Johns College has the opportunity to take part in a Retreat Program during the course of 2015. As well, each year a Staff Retreat is organised off site to allow all staff participation in faith reflection and professional growth.

As well, all students are required to follow a course of formal Religious Study from Year 7 through until Year 12. This is outlined below:

Secondary Religious Education - Thematic Overview

- *Year 7*
 - The Bible: Sacred Scripture
 - Old Testament: Overview
 - School and Church Communities
 - God and People in Creation
 - Ways People Pray
 - The Liturgical Year
 - Christian Ideals: Moral Decisions
- *Year 8*
 - The setting of the Gospels
 - People and Ministries in the Church
 - Early Christian Communities
 - Experiences of Good and Evil
 - Ways of being Catholic
 - Symbol and Ritual, Sacraments of
 - The influence of Jesus
 - Living the Christian Life
- *Year 9*
 - Literary Forms in the Scriptures
 - Old Testament: Selected Texts
 - Key Church Teachings
 - Catholic Church in Australia
 - Images of Good and Evil
 - Sacraments of Healing
 - Mary
 - Ten Commandments and Beatitudes
- *Year 10*
 - A Synoptic Gospel
 - The Church in History
 - Major Christian Denominations
 - Ancient and Indigenous Religions
 - Eucharist
 - Personal Moral Responsibility
 - Working for Justice in Australia

- *Catholic Studies: Year 11 and Year 12*
- Church in Australian Society
- Mary and Women in the Scriptures
- World Religions
- Moral Issues
- Living with Good and Evil
- Prayer through Liturgy
- Being Catholic
- Sacraments at the Service of Communion

In 2014 St Johns College had eight teaching staff members with formal qualifications in Religious Education.

Fr Greg Kennedy is the Pastor of St Brigids Presbytery, Dubbo as well as the College Chaplain. Fr Joshy Kaithakulangara cmi is the Assistant Priest. St Brigids Presbytery is located in Brisbane Street, Dubbo (Phone 6882 4233). Mrs Judy Clark is the Parish Secretary.

Students in Years 6 and 8 in Catholic schools in the Diocese of Bathurst undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 50)	
Year 8	25.59

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the [Religious Education and Evangelisation](#) site on the Catholic Education Office Sydney website.

SECTION SIX: CURRICULUM

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

Year 7 and 8 Core Subjects:

Catholic Studies, Science, Personal Development, Health & Physical Education, , English, Language Year 7, History Year 7, Mathematics, Music, Geography Year 8

Year 8 Interest Electives:

Agriculture Technology, Drama, Theory & Practice in Sports & Games

Year 9 and 10 Core Subjects:

Catholic Studies, Personal Development, Health & Physical Education, English, History, Science. Mathematics. Geography

Year 9 and 10 Electives:

Agricultural Technology, Industrial Tech (Timber), French Beginners, Italian Beginners, Graphics Technology, Visual Arts, Industrial Tech (Metal), Music, Physical Activity & Sports Studies, Commerce, Drama, Food Technology, Textiles Technology, Information & Software Technology

Preliminary Course and High School Certificate Courses (Board Courses)

Agriculture, English Studies (CEC), English (Advanced & Standard), English, Extension 1 & 2, Food Technology, Biology, Business Studies, Legal Studies, Community & Family Studies, Information Processes & Technology, Senior Science, Tafe Delivered VET Courses, Visual Arts, Modern History, PDHPE, Economics, Drama Studies, Ancient History, Maths General 1 (CEC), Mathematics General 2, Mathematics 2 Unit, Maths Extension 1 & 2, Italian Beginners, Italian Continuers, French Beginners, French Continuers, Catholic Studies (CEC), Studies of Religion 1 & II, Design & Technology, Physics, Chemistry, Geography, Software Design & Development, Textiles & Design, Industrial Technology-Timber, Society & Culture, Music 1 & 2

School Delivered VET Courses

Hospitality, Information & Digital Technology, Primary Industries, Metals & Engineering, Construction, Entertainment

CEC Courses (Year 11 only)

1U Preliminary Visual Design

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 College 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 College 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 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	30.00%	30.00%	17.00%	19.00%
	Reading	27.00%	29.00%	13.00%	16.00%
	Writing	11.00%	16.00%	29.00%	28.00%
	Spelling	35.00%	31.00%	14.00%	17.00%
	Numeracy	34.00%	29.00%	12.00%	17.00%

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	21.00%	20.00%	30.00%	27.00%
	Reading	21.00%	22.00%	21.00%	23.00%
	Writing	19.00%	15.00%	30.00%	38.00%
	Spelling	21.00%	24.00%	17.00%	23.00%
	Numeracy	27.00%	24.00%	11.00%	21.00%

Higher School Certificate

The results of the College'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)					
	2012		2013		2014	
	School	State	School	State	School	State
Studies of Religion 1	25%	41%	30%	49%	37%	49%
English Standard	39%	16%	0%	6%	27%	8%
English Advanced	83%	53%	63%	53%	96%	60%
Mathematics	53%	52%	33%	49%	43%	54%
Legal Studies	21%	41%	21%	33%	42%	40%
PDHPE	33%	33%	14%	28%	16%	30%
English Extension 1	100%	87%	100%	89%	100%	92%
English Extension 2	100%	79%	100%	88%	100%	77%
Mathematics Extension 1	70%	85%	50%	84%	100%	84%
Modern History	63%	36%	54%	47%	100%	43%
Studies of Religion 2	27%	41%	40%	46%	88%	44%

The 2014 HSC Results for St Johns College were outstanding. The high level of performance was attributed to a talented cohort and the success of a whole College focus on the development of extended answers and high expectations of student performance. During some set senior study periods within the week a no technology rule was implemented for all students in both Years 11 and 12. Year 12 students are encouraged by their teachers to complete drafts

of their work to be critiqued consistently, to improve the standard of their responses.

In 2014 the number of students issued with a RoSA	35
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Student Welfare Policy

The Student Welfare Policy is based on the Student Code of Behaviour and Student Rights and Responsibilities. It operates in conjunction with the Peer Support Program, Anti Bullying Policy and pastoral programs such as The Resourceful Adolescent Program. Details of these programs and policies are available at the College Office or in the Student Handbook.

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

Discipline Policy

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

Discipline Policy

Discipline Policy

The main aim of the College Discipline Policy, which is available at the College Office or in the St Johns College Handbook, is to establish a good pastoral climate. The structures and relationships within the College have the purpose of fostering, within each student, the inner controls that prevent anti-social and non-productive behaviour. The purpose is not so much about management and control, as to help students become thoughtful and inner-directed people. Our success as Christian educators depends on how well this is done.

Nurturing, supportive teachers know that by helping children to develop respect for themselves, they are ensuring that they will come to respect others. Supporting them in their disciplinary tasks is the conviction that all children are worthy human beings and have a right to be dealt with in a sincere and respectful manner.

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.

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

Anti-Bullying Policy

The Diocese of Bathurst has established a *Discrimination, Harassment and Bullying Policy* which is used to guide the school's Anti-Bullying Policy. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Education Office (CEO) monitors the implementation of this policy as part of school compliance requirements. No changes were made to the policy this year.

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

Complaints and Grievances Resolution Policy

The Diocese of Bathurst has established *Guidelines for the Management of Complaints* which is implemented by our school through the Complaints Policy. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy. No changes were made to the policy this year.

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

Initiatives Promoting Respect and Responsibility

Programs include:

- Student Representative Council and Leadership programs
- Peer Support Program
- Hit the Ground Running (for Year 6 students entering Year 7 at the College)
- Resourceful Adolescent Program (Year 7)
- Friends Program (Year 8)
- Kinks & Bends program (Year 10)
- Responsible Driving Program (Year 11)
- Year 12 Charity Golf Day
- Drug and Alcohol Awareness Development program and booklet development in conjunction with Police and parents.
- Guest visits by community leaders including drug and alcohol counsellors, police liaison officers and community health workers

- Fundraising for charity
- Anti-bullying program including peer mediation
- Founders Day celebrations
- Celebration of days such as Anzac Day and Australia Day
- Daily raising of the Australian Flag
- Celebration of achievement through College Assemblies and various awards evenings.

SECTION NINE: QUALITY CATHOLIC EDUCATION

The College implements the Catholic Education Office Bathurst Quality Catholic Education Framework which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

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

Key Improvements Achieved in 2014

2.4 Pedagogy and Teaching Practice - The commencement of the PLC process in the College with Year 7 Mathematics. A focus on the development of the Year 10 Enrichment classes in History with a differentiated curriculum. Introduction of the Technology Free Study Periods in the Library for senior study.

2.6 Professional Learning - increased access for staff to HSC marking, development of learning sessions for new scheme teachers presented each week and registered for the Institute. Targeted Professional Learning for each KLA to offer cover in the afternoon periods and move into the later afternoon. Offering two staff to attend PD sessions to encourage a more successful implementation within the school. Planning for the growth of the PLC's in the College with structural changes in the timetable to allow collaboration time for the PLT's and extension of the PLT's into Year 8 Mathematics, Year 7 English and Year 7 History.

4.2 Use of Resources, Facilities and Space for Learning.

Completion 3 new classrooms, completion of the Student Services, completion of the outdoor instructional area for ILC, completion of the new TAS block and the refurbish of the old Food Tech rooms for Senior Art.

Priority Key Improvements for 2015

4.2 Use of Resources, Facilities and Space for Learning - Development of a Master Plan for development of the Administration Block, Science Labs, playground and senior courtyard landscaping, painting and maintenance. Long term plan to build a new Community Hall between the SJC and St Johns Primary. The redevelopment of the old Hospitality Room into a Demonstration Lab and computer room for the Science staff.

4.1 Financial Management - to balance the accounts to ensure a sustainability to borrow funds to commence the Master Plan.

2.4 Pedagogy and Teaching Practice - The continued growth of the PLC approach to teaching and the establishment of the Intervention Period in the College (Learning Plus) to support the PLT's and allow all students time to grow in their learning.

2.2 Curriculum Provision - The continued roll out of the National Curriculum across KLA's .

1.2 Religious Education - Changed structure of Catholic Studies classes with differentiated content, introduction of Community Service in Year 11 Catholic Studies, re planning of the Spiritual Program for the Stage 4 and 5 courses.

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 College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers.

Parent Satisfaction

- Parents indicate a high level of satisfaction as the College has maintained its enrolments around 1070-1090 level for the last 3 years. High growth which is maintained at the Year 7 and 8 level, with waiting lists in Years 7, 8 and 10.

Attendance at Information Evenings, Award Presentation Evenings and Parents and Friends sponsored information functions for parents are very well attended

Student Satisfaction

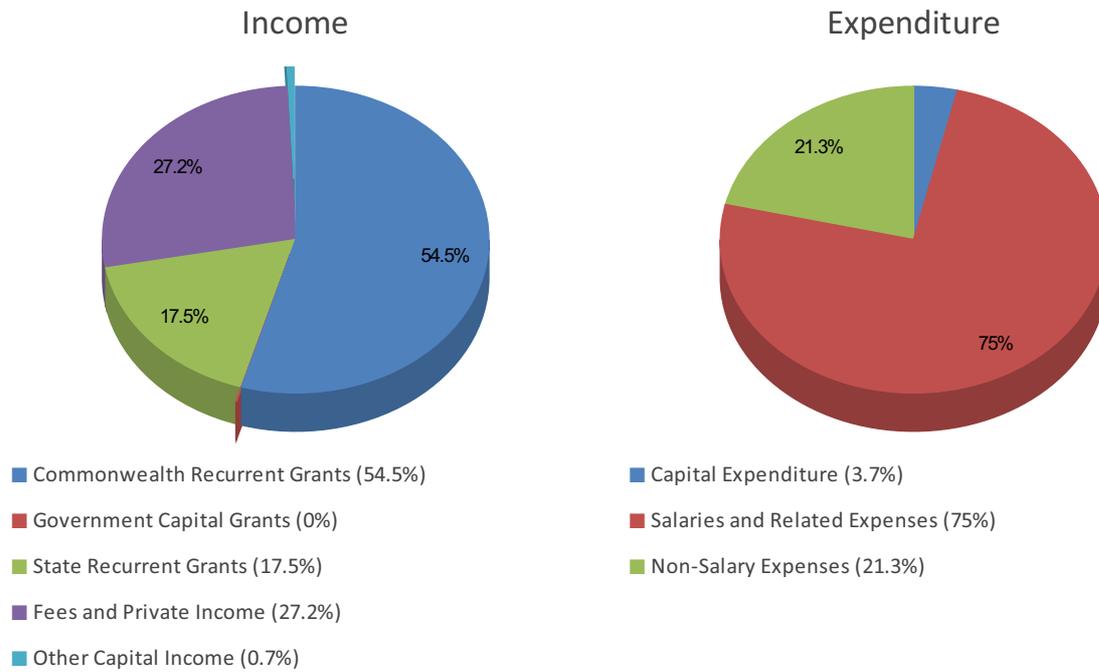
The continued development of a large number of new buildings and resources has expanded the student services at the College. This increases student satisfaction.

The introduction of a new Spiritual Program by the College Chaplain, in conjunction with the REC-Ministry and Mission, has increased satisfaction with the Faith Life and Religious Education in the College.

Teacher Satisfaction

Greater internal support from the College to the Pastoral Care Team and College Counsellors has increased the Pastoral Care and Discipline procedures, and satisfaction with student welfare.

Retention rate of teachers at the College is very high, with less than 6% leaving the College at the end of 2014. 30 teachers at St Johns College are ex-students.



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.