

# 2016 Annual School Report to the Community

## St Johns College Dubbo

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Principal Mrs Kerry Morris



### Principal's Message

The 2016 academic year commenced in January with a College enrolment of 1030 students. The 2016 HSC class achieved outstanding results. The College Dux gained an ATAR of 99.90. Two students achieved All Rounder Awards and 14 students achieved an ATAR over 90+. The College has achieved an 8th in Modern History as well as over 66 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 \$10,000 for a local charity, The Royal Flying Doctor Service. 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.

*Mrs Kerry Morris*

### Parish Priest's Message

Another full and exciting year at St John's College! I commend the Executive and staff for their care and professionalism. St John's strives for improvements in all areas of student well-being and growth. Kerry Morris and her team have a vision of holistic Catholic formation and this shows in the many and varied activities of the school and a strong focus on teaching and learning.

Rob Exner, as REC Mission and Ministry, continues to focus on improving the retreat program and developing the CSYMA program, along with many other student programs. We are working with our new REC Curriculum, Sandy Abbey, and the RE staff on a range of initiatives. One addition is the employment of Gus McPhail - a gap year student working in the youth ministry area. Together, the whole team aims to further the students' spiritual formation and lead them into ministry within and without the school. Overall, the RE department is on an exciting and challenging venture.

*Fr Greg Kennedy, Parish Priest*

### 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 2016 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."

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 and emailed to parents. 2016 was a transitional year of change for the Parents and Friends Association. This year there will be a re-establishment of the Association. A new Executive will be elected and a more broad Vision and Mission established for all parents to become involved. The focus of the Parents and Friends Association is to provide the parent body with support in understanding their teenage children, including their needs for pastoral care, wellbeing and mental health.

### Student Body Message

St John's College prides itself on providing a wholesome education for a diverse college community, and has done so since 1969. As students of the College we are fortunate to have available quality education, resources, facilities and pastoral care, while continuously being encouraged to realise our potential.

We are honoured to be able to serve the community of St John's and together with the entire Year Group and Leadership Team, we aim to leave an indelible mark on the College. We strive to embrace our responsibilities and act as ambassadors who embody our school values.

For 2017, the Year 12 cohort has chosen the "Dubbo Women's Refuge" as part of the Dubbo Neighbourhood Centre to support as our charity. The refuge provides critical accommodation for families in crisis including domestic violence and homelessness. Our fundraising target of \$10,000 will be achieved with the ongoing support and commitment from the College community and the City of Dubbo.

We would like to thank everyone for their support and guidance. We will, to the best of our ability, inspire, encourage, and be leaders the College Community will be proud of.

*Ainsley Carlow and John Porter, College Captains*

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## SECTION TWO: SCHOOL FEATURES

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St Johns College is a Catholic systemic Co-educational School 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 1030 students. There are 83 teachers as well as 65 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, Cyber Safety 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 focus has high expectations 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.

Academically, the College is very successful extending and challenging students. The 2016 Dux scored an ATAR of 99.9. 14 students scored over 90 ATAR with 36 students achieving 66 Band 6's overall. The College also achieved 2 All Rounder Awards in the 2016 cohort. Students achieved a Merit Listing with one student being placed 8th in NSW in Modern History.

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 has two Religious Education Coordinators covering Catholic Studies and NESA 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 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 2016:

Girls	Boys	LBOTE*	Total Students
549	480	66	1029

\* Language Background Other than English

### Student Retention

Of the students who completed Year 10 in 2014, 82% completed Year 12 in 2016.

Students, particularly at the end of Year 8 or 9, tend to leave and attend boarding school. This has a high level of tradition in the local Catholic community families.

In 2016 a number of students left in Year 10 and 11 to commence apprenticeships.

### 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 2016 was 90.82%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	90.34%
Year 8	92.19%
Year 9	88.56%
Year 10	89.40%
Year 11	91.02%
Year 12	93.38%

### 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 2014**

% of students undertaking vocational training or training in a trade during the senior years of schooling.	28%
% 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, 2016 Graduating Class	80%	5%	10%	5%

## SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2016:

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

\* This number includes 77 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 the Catholic Education Office Sydney. 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:

<b>Term 1</b>	Staff Professional Development Term 1 focused upon KLA and individual learning goals
<b>Term 2</b>	Model of Christ Centred Learning - Personalised Learning and Expertise and Collaboration
<b>Term 3</b>	Staff Professional Development Term 3 focused upon KLA and individual learning goals
<b>Term 4</b>	Staff Professional Development Term 4 focused upon KLA and individual learning goals

In 2016 a Professional Learning Plan was formulated based on KLA and individual learning goals. Professional Learning was linked to the Australian Professional Teaching Standards, the St John's College Annual Plan and the MCCL.

Professional Learning included:

Technology in the Classroom (Hapara Teacher Dashboard and Google Classroom)

Introduction to PBL

Growth Mindsets

21st Century Learners

Quality Assessment

Leading a Differentiated Classroom

### 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.	87
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	2

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## SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

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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 is committed to providing a high quality education founded in the Catholic Tradition. In striving for this, the College recognises that each student is God's gift to the world and their family. We are privileged to share with parents the responsibility of assisting each student's personal growth towards maturity in both hearts and minds. For this reason Catholic faith encompasses College life not only through liturgy, prayer and the Religious Education curriculum but also through policies and procedures including pastoral care.

Every Year Group had the opportunity to take part in a Retreat Program during the course of 2016. As well, a Staff Retreat was organised off site to allow staff to deepen their own spirituality and professional growth.

In 2016 Catholic Schools Youth Ministries Australia (CSYMA) was introduced into the school. This commenced in February with a group of Year 11 students attending *Lead* in Canberra to equip them for peer to peer ministry. Throughout the year these students provided outstanding leadership to their peers and younger students by assisting with liturgies and retreats. In Term 2, CSYMA was introduced into the Year 9 curriculum. The program culminated in a one day youth festival (*Shine*) held at Lazy River with students from other schools in the diocese. The introduction of CSYMA demonstrates the role of Catholic schools as centres for the new evangelisation.

Year 11 Catholic Studies students participated in the Catholic life of the wider community through their community service at St Johns and St Mary's Primary Schools. The students helped to run a variety of activities throughout the program including small literacy and numeracy groups, sacramental programs, retreats and sport. Due to the success of the program, it is hoped that it will be extended to other local Catholic primary schools in 2017.

In addition to pastoral and spiritual aspects of Catholic life within the College, students are required to follow a formal course of study from Year 7 to Year 12. In the Junior years (Years 7 to 10) students study a range of topics across five key areas: Scripture and Jesus; Church and Community; God, Religion and Life; Prayer, Liturgy and Sacraments; Morality and Justice. In their senior studies (Years 11 to 12) students can elect to continue this course of study or enrol in the Board Developed courses in Studies of Religion to explore a variety of living and dynamic religious traditions.

The College has a number of teaching staff with formal qualifications in Religious Education including staff who have attained or are studying towards Postgraduate qualifications in theology.

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	24.70

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.

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## SECTION SIX: CURRICULUM

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The School 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.

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### *Year 7 and 8 Core Subjects:*

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

### *Year 8 Interest Electives:*

Agricultural Technology, Drama, Theory and Practice in Sport and Games, and Cultural Experience.

### *Year 9 and 10 Core Subjects:*

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

### *Year 9 and 10 Electives:*

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

### *Preliminary and Higher School Certificate Courses (Board Developed Courses):*

Ancient and Modern History, Extension History, Studies of Religion I and II, General Mathematics 1 & 2, Mathematics, Mathematics Extension 1 & 2, Standard English, Advanced English, Extension 1 & 2 English, English Studies, Chemistry, Physics, Biology, Senior Science, Economics, Business Studies, Geography, Legal Studies, Society and Culture, PDHPE, Community and Family Studies, Visual Arts, Music 1 & 2, Extension Music, Drama, Food Technology, Design & Technology, Industrial Technology-Timber, Software Design and Development, Information Processes and Technology, French Beginners, French Continuers.

### *School Delivered VET Courses:*

Construction, Entertainment, Primary Industries (OTTC), Metal & Engineering (OTTC), Hospitality (OTTC),

### *CEC Courses:*

1U Catholic Studies, 1U Exploring Early Childhood, 1U Sport, Leisure and Recreation.

## 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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	21.00%	28.00%	22.00%	20.00%
	Reading	23.00%	26.00%	16.00%	17.00%
	Writing	8.00%	16.00%	31.00%	27.00%
	Spelling	27.00%	28.00%	17.00%	18.00%
	Numeracy	28.00%	30.00%	11.00%	15.00%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	18.00%	16.00%	26.00%	27.00%
	Reading	22.00%	21.00%	21.00%	21.00%
	Writing	5.00%	12.00%	33.00%	38.00%
	Spelling	22.00%	22.00%	15.00%	23.00%
	Numeracy	31.00%	23.00%	10.00%	18.00%

### 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)					
	2014		2015		2016	
	School	State	School	State	School	State
Studies of Religion 1	37%	49%	46%	51%	60%	50%
English Standard	27%	8%	21%	8%	21%	13%
English Advanced	95%	59%	100%	57%	90%	62%
Mathematics	43%	54%	29%	53%	48%	53%
Legal Studies	42%	40%	35%	41%	30%	43%
Personal Dev,Health & PE	31%	31%	17%	30%	33%	35%
Visual Arts	79%	49%	0%	0%	67%	55%
Ancient History	56%	33%	50%	33%	44%	31%
Community and Family Studies	36%	37%	48%	32%	52%	31%
Design and Technology	32%	37%	0%	0%	56%	41%
English Extension 1	100%	93%	100%	95%	100%	95%
English Extension 2	100%	78%	100%	82%	100%	80%
Food Technology	67%	29%	0%	0%	63%	30%
Industrial Technology	63%	29%	0%	0%	57%	26%
Modern History	100%	43%	92%	44%	80%	41%
Studies of Religion 2	88%	44%	100%	40%	100%	48%

The 2016 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 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. The College DUX achieved ATAR 99.9.

In 2016 the number of students issued with a RoSA	38
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### Student Welfare Policy

No changes were made to the policy this year.

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

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.

### Discipline Policy

No changes were made to the policy this year.

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 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

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## SECTION NINE: QUALITY CATHOLIC EDUCATION

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The School 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 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 School Consultant.

### **Key Improvements Achieved in 2016**

2.4 Pedagogy and Teaching Practice - The growth of the PLC process in the College with Year 7 Catholic Studies, Year 7 PDHPE introduced this year.

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 PLTs and extension of the PLTs 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 2017**

1.5 School, Parish and Parents in Partnership - develop stronger links with P & F to work in partnership to support students in Mental Health, anti bullying and resilience.

1.6 Appointment of "gap year" Peer Minister in partnership with the Parish and further growth in the CSYMA program in Faith formation. The design of a College Prayer.

2.2 Continued development and roll out of new National and HSC curriculum.

2.4 Pedagogy and Teaching Practice - introduction of the Learning and Teaching Team and roll out of PLTs in Year 7 Science and Year 8 Geography. The commencement of the staff selected PL to link with NESA standards, College Annual Plan and staff personal goals.

2.5 Assessment - focus on development of Formative Assessment practices across all KLAs

2.7 Reporting - redesign of Reporting processes to reflect policy changes and assessment structures.

4.2 Use of Resources - following up Hall Proposal with Capital Works Committee and planned ongoing maintenance, furniture and air conditioning upgrades throughout all College buildings.

4.3 ICT Resources - extension in use of Chrome Books and revamp of College website and fb communication.

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

- Parents indicate a high level of satisfaction as the College has maintained its enrolments around 1030+ over the last 3 years. Substantial positive community feedback is received at the College regarding academic results and pastoral care policies implemented at the school. Student placement in employment has increased over 2016 and is a reflection of the high regard the parent community have for the College. Information Evenings, Award Presentation Evenings and Parents and Friends sponsored information functions for parents are very well attended. In addition, the completion of the newly extended and refurbished Administration Block provides parent services for fees/finance, uniforms, reception and interview rooms.

### 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 refurbishment of both the Senior Courtyard and main quadrangle in the playground with artificial grass, shade sails and new playground seating has improved the physical environmental conditions of the College. As well, the fully refurbished 4 Science Lab have enhanced learning opportunities in the Science faculty.

The introduction of a new Youth Ministry Program by the College Chaplain and the appointment of a 'gap year' student Peer Minister in conjunction with the REC-Ministry and Mission, has increased satisfaction with the Faith Life and Religious Education in the College.

### Teacher Satisfaction

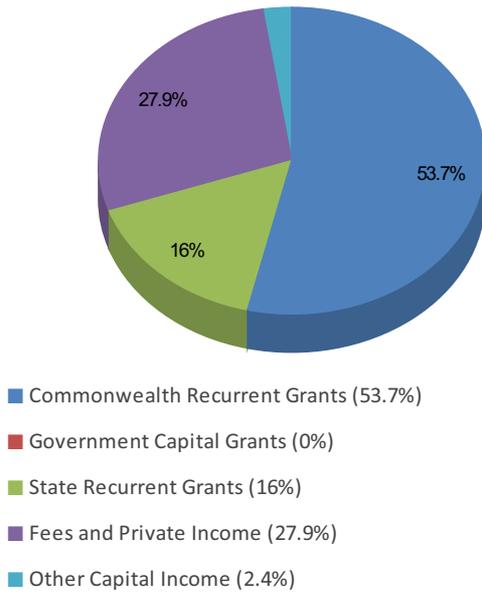
Greater internal support from the College to the Pastoral Care Team and College Counsellors has increased the Pastoral Care and Discipline procedures, and satisfaction with student welfare.

Retention rate of teachers at the College is very high, with less than 8% leaving the College at the end of 2016. 35 staff at St Johns College are ex-students.

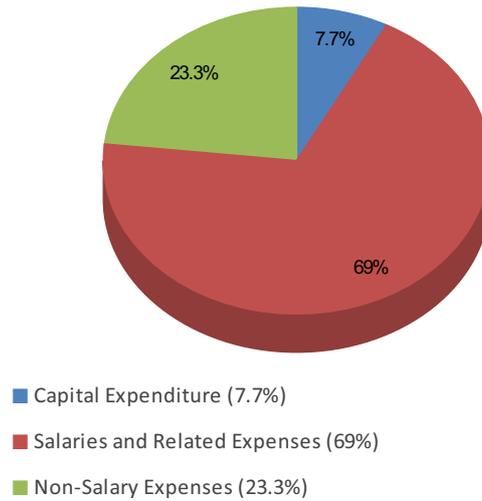
The development of a whole College Professional Learning Plan to support staff in gaining their hours for Institute Accreditation and to assist staff moving towards higher levels of accreditation has improved staff satisfaction.

The holistic approach to setting Annual Goals for KLA's and individual staff linked to the College Strategic Plan and the NESAs Standards has increased staff motivation. In addition, support for pedagogy across classes in cohorts through the development of the Professional Learning Teams in Stage 4 has assisted in student learning gain and behaviour management for staff.

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.