

St Johns College Dubbo

Annual School Educational and Financial Report

2013



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ABOUT THIS REPORT

St Johns College Dubbo is registered by the Board of Studies (NSW) and is part of a system of schools managed by the Catholic Education Office (CEO), Bathurst. The CEO, Bathurst is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Educational and Financial Report for this year provides the school community with reliable and objective information about school performance measures and policies, as determined by the Minister for Education (NSW) in conjunction with requirements of the Minister for Education, Employment and Workplace Relations.

This Report also outlines information about initiatives and developments of major interest and importance to the school community during the year, and the achievements arising from the implementation of the school's Annual Improvement Plan.

Accordingly, this Report demonstrates accountability to the school community and the CEO, Bathurst.

This Report complements and is supplementary to school newsletters, yearbooks and other regular communications. This report will be available on the school and CEO websites by 30 June 2014 following its submission to the Board of Studies.

Further information about the school or this report may be obtained by contacting the school on (02) 6841 5100 or by visiting the website at www.stjohnsdubbo.catholic.edu.au.

PRINCIPAL'S MESSAGE

The 2013 academic year commenced in January with a College enrolment of 1080 students. There are waiting lists in Years 7 and 8. The College full capacity is 1100 students. The year also began on the back of outstanding HSC results for 2012, where the College achieved an ATAR of 98.80 for Dux and a Merit List in Top 20 students in Standard English in NSW. In 2012 High School Certificate, 17 subjects achieved a higher percentage of Band 5 and 6 results than the State.

The College Academic Awards Ceremony traditionally held in February, reinforced to the community that the College Academic Program is promoting high standards amongst staff and students and is highly successful in assisting all College students to work towards their goals. As we have come to expect 68% of students gained entrance to University. Others moved easily into the world of work and further study.

The College leaders were once again a wonderful group of young people to work with over the course of the year. Their involvement, example and leadership have been integral to the ongoing, academic, religious, cultural and sporting achievements of the school community. St Johns 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. Student leadership is one way this is developed, emphasized and communicated within the College. The achievement of the 2013 Year 12 group in raising over \$13,000 for 'Orana Early Childhood Intervention Charity' is a notable example of this leadership and gives witness to the quality of our student leaders and to the willingness of the students to contribute to the community.

The College now enters its second year with classes in the Orana Trade Training Centre. This centre is a consortium with Dubbo Christian School, Macquarie Anglican Grammar School and St Marys Central School, Wellington. Classes in all the following Frameworks are successfully underway: VET Hospitality, Metal and Engineering and Primary Industries in both Years 11 and 12.

The continued growth of student numbers at the College has resulted in the need to construct a new TAS block for Textiles and Food Technology and three new classrooms; both were completed at the end of 2013. An extension and refurbishment of the Student Services Area are due to be completed mid 2014.

The delivery of Curriculum and the provision of resources however is only part of the story. Therefore I acknowledge the importance of community involvement in a wide variety of areas including sport, drama, music, agriculture and religious celebration.

All of these activities and the many other things that occur each day pay tribute to a vibrant and bustling community reflected in this report and contributing to the development of the young people of Dubbo.

Kerry Morris, Principal

PARISH PRIEST'S MESSAGE

St Brigid's Parish is very fortunate to have within its boundaries five Catholic Schools;

- St John's Catholic Primary, Sheraton Road, Dubbo East;
- St John's Catholic Secondary College, Sheraton Road, Dubbo East;
- St Laurence's Catholic Primary, Tamworth Street, South Dubbo;
- St Mary's Catholic Primary, Wheelers Lane, Dubbo North;
- St Pius X Catholic Primary, East Street, West Dubbo.

It is easy to forget the vital role of the Catholic education system which, alone for almost a century, has upheld the right of parents to a faith-based education for their children. Over this time many parents and parishioners have made great sacrifices to build this system.

The winning of "state aid" in the 1960s ensured that this right could be enjoyed by all parents – not just Catholics – and an increasing number of Australian families are its beneficiaries.

Catholic schools and institutions must reflect the moral and religious principles on which they were established – universities, schools and hospitals – must be "genuinely Catholic" and conform to official teaching on "respect for human life, marriage and family and the right ordering of public life."

As we acknowledge the help and financial support of government we must always maintain that independence which allows us to see that the "utmost importance" in Catholic institutions is that we be "Catholic in our self understanding and Catholic in our identity." JP11

This remains the great challenge facing Catholic institutions in Australia today. As Catholic Schools operating within the Catholic Parish of St Brigid's we are called to work ever more assiduously to embrace the Gospel message of Christ and his teaching as passed on to us through His Church and to reflect these values in every aspect of our school life.

We thank our teachers and staff for taking the Gospel imperative to teach the truth in its fullness.

Fr Mark McGuigan, Parish Priest, St Brigid's Catholic Parish Dubbo

MESSAGE FROM PARENTS and FRIENDS ASSOCIATION OR PARENT REPRESENTATIVE BODY

The focus of the College Parents and Friends Association is to provide a conduit between the vast parent body and the College. In 2013 the P & F organised for Mr Graham Hyman, a highly respected authority on adolescent development and parenting teenagers in Australia, to present a seminar for parents on "Understanding Your Teenager". This was well attended by the College community and gave parents confidence they were moving in the right direction regarding guiding young boys and girls successfully through the teenage years. In 2014 Mr Hyman will again visit the College to present "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, a great opportunity to meet the executive and other parents. All meeting dates are publicised via the College newsletter. Please do not hesitate to contact me with any questions or concerns via email amloudon@bigpond.com

Alison Loudon, President, P&F Association 2013

STUDENT LEADERS' MESSAGE

Captaincy of St Johns College is an enriching experience. Being awarded this role is an honour and privilege. We look forward to fulfilling our duties as School Captains and we will strive to do it to the best of our ability. We will 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.

Zachary Dries and Libby McAneney, College Captains

CATHOLIC IDENTITY

VISION STATEMENT

St Johns College is a community that finds life and truth in Christ as known in the Catholic Tradition. Students are encouraged to realise their potential for the betterment of society.

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 had the opportunity to take part in a Retreat Program during the course of 2013. 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 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 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

Catholic Studies:

Year 11 and Year 12

Nature of Religion
Christology
Justice and Compassion and
Sacrament of Marriage
Church in Australian Society
Mary and Women in the Scriptures
World Religions
Moral Issues
Living with Good and Evil
Prayer through Liturgy

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 10

A Synoptic Gospel
The Church in History
Major Christian Denominations
Ancient and Indigenous Religions
Eucharist
Personal Moral Responsibility
Working for Justice in Australia

In 2013 St Johns College had six teaching staff members with formal qualifications in Religious Education.

Fr Mark McGuigan is the Pastor of St Brigids Presbytery, Dubbo with Fr Greg Bellamy as the College Chaplain. St Brigids Presbytery is located in Brisbane Street, Dubbo (Phone 6882 4233). Mrs Judy Clark is the Parish Secretary.

SCHOOL FEATURES

St Johns College was established in 1969 as Dubbo's Catholic Co-educational High School with accommodation for students in Year 7 - 10. This was the result of the amalgamation of the De La Salle Boys' 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 group was the class of 1987.

The College is located at Sheraton Road in a rural environment set on 40 hectares. College enrolment is approximately 1088 students. There are 91 teachers as well as a variety of support and ancillary staff. A professionally qualified Counsellor is also available for students and families. The Parish Priest of St Brigids is the School Manager of the College.

St Johns College is the only Systemic Year 7 - 12 School to service the immense Western Region between Orange and the borders of New South Wales with South Australia and Western Queensland. The College provides a secondary Catholic Education for Dubbo and the neighbouring towns. Boarding facilities are available in Dubbo, but are not provided by the College.

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), *Peer Support* (Year 11 and Year 7), *Friends* (Year 8), *Kinks and Bends* (Year 10), *Choices* (Year 10), Anger Management and Social Skills as needed are embedded into the fabric of the College promoting a pastoral care environment.

Curriculum covers all students' abilities with programs for students with special needs. These include Independent Education Plans and Acceleration Pathways for gifted students. These programs are coordinated by a Special Needs Coordinator within a facility called the Independent Learning Centre which is staffed by both teachers and teacher aides.

ENROLMENT POLICIES AND PROFILES

St Johns College began in 1969 as a result of the amalgamation of the Mercy School and the De La Salle College. The College catered for Catholic education for boys and girls from Year 7 to 10 and operated on the old De La Salle College site in George Street.

In 1986, the College was extended to include Year 11. Year 7 and 8 were moved to new buildings at Sheraton Road. With the first HSC in 1987, more extensions were built to accommodate Year 9 at Sheraton Road. In June 1991, the College was amalgamated on one site at Sheraton Road.

Dubbo is a regional city whose economic base is derived from its service to the surrounding rural region.

Student population (1088) comes mainly from Dubbo but includes students from surrounding areas such as Narromine, Wellington, Gilgandra, Wongarbone, Geurie and Peak Hill. Some students from further out areas such as Coonamble, Warren and Brewarrina board in town to attend the College. The College accepted exchange students in 2013.

Number of students in the College by Year Group

	Male	Female	Total
Year 7	100	105	205
Year 8	95	106	201
Year 9	100	91	191
Year 10	93	90	183
Year 11	70	86	156
Year 12	61	91	<u>152</u>
			<u>1088</u>

The essential requirement for enrolment and continuing enrolment is adherence to school policies and full participation in the Catholic practices of the school.

Priority in enrolment is given to students from Catholic schools. However, the school has 22% non Catholic students and accepts enrolments from non Catholic schools of both Catholic and non Catholic students if space permits.

The enrolment makeup reflects the regional population with no students in need of ESL assistance and with 7.0% of students with Aboriginal heritage.

Dubbo Catholic Schools Enrolment Policy

A copy of this policy is available on the St Johns College Website www.stjohnsdubbo.catholic.edu.au. There were no changes made to the enrolment policies during the year.

STUDENT ATTENDANCE AND RETENTION

Attendance Rates

Year Group	Attendance Rate
7	93.6%
8	92.4%
9	91.9%
10	91.2%
11	92.3%
12	91.9%
Whole School	92.2%

Procedures for Supervising Attendance and Punctuality

- If a student is absent for a full or part day, or arrives late, an explanation must be provided within 7 days, or a permanent record of 'Unexplained/Unjustified Absence' will be made.
- Absences will be notified to parents by email within 48 hours.
- Absences can be explained by: sending an email to stjohnscollegedubbo@bth.catholic.edu.au with the word "absence" in the subject field; replying to the College absence email; writing an absence explanation; phoning the College Office.
- Unless you are replying to a College absence email, an absence note must include:
 - your child's full name, year and homeroom
 - the date of absence, partial absence or lateness
 - the reason for the absence
 - the date of the note
 - Parent/guardian's signature
- If a student is going to be absent from school for six or more days, an 'Application for Exemption from Attendance at School' form must be submitted to the Principal beforehand. This form is available on the College website.
- The privilege of representing the College will be available to students who have an acceptable record of attendance and punctuality.
- Class rolls are marked each morning and absences are circulated to each teacher. This absentee list is checked during each lesson.

Retention Rates

Year 12 (2013) consisted of 69% of the 2011 Year 10 cohort.

Students at St Johns College tend to only leave the school to attend boarding school, particularly as they enter Year 10. This is related to a high level of tradition in the local Catholic community families. Other students leave Year 10 and more often Year 11 as apprenticeships and traineeships become available. The exit rate of students at this level tends to reflect the conditions of the local economy.

The 17 years school leaving age has impacted the number of students completing Year 12. Many students will leave school at the completion of the Preliminary Course.

St Johns College also gains many enrolments into Year 11 from other schools. The numbers, therefore, are high. The retention statistic, however, does not reflect this as the students were not enrolled at the College in Year 10.

POST SCHOOL DESTINATIONS

For students who have completed Year 12 in 2013:

Further Study	65%
Workforce	25%
Not known	10%

St Johns College has a high level of success at Higher School Certificate with 63% of the cohort offered the University Course of their choice after the Main Rounds offer. Further offers are received in later rounds. Students are also successful in gaining employment in the workforce.

SCHOOL CURRICULUM

YEAR 7 and 8

In Year 7 and 8 the following core subjects will be studied:

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

In Year 8 Interest Electives are offered:

Agricultural Technology	Drama	Theory & Practice in Sports & Games
Dance		

YEAR 9 and 10

In Year 9 and 10 the following core subjects will be offered:

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

The following electives will be offered:

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

PRELIMINARY COURSE AND HIGHER SCHOOL CERTIFICATE COURSES (Board Courses)

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

School Delivered VET Courses (include)

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

CEC Courses (Year 11 only)

1U Preliminary Visual Design

VET PROGRAMS

Name of Programme	% of Year 12 involved	% attaining certificate or VET qualification
Construction	5.84	0
Information Technology	1.54	100
Metals & Engineering	7.14	100
Primary Industries	5.19	100
Retail	1.54	Not complete
Electro technology	1.54	TVET
Automotive	1.54	TVET
Hospitality	16.88	100
Entertainment	6.49	100

STUDENT PERFORMANCE IN THE NATIONAL ASSESSMENT PROGRAM IN LITERACY AND NUMERACY (NAPLAN)

Literacy and Numeracy

Students in Years 3, 5, 7 and 9 around Australia sat the National Assessment Program- Literacy and Numeracy (NAPLAN) Tests in May 2013. Individual student reports were provided in September 2013. Analysis of these results assists the school in planning and is used to support teaching and learning programs.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving the national minimum standard are outlined separately for Years 7 and 9.

Points to note are:

- In Year 7 students placed in Band 4 are achieving below the national minimum standard. Students in Band 5 are achieving at the national minimum standard. Students in Bands 8 and 9 are at “proficiency”.
- In Year 9 students in Band 5 are achieving below the national minimum standard. Students in band 6 are achieving at the national minimum standard. Students in Bands 9 and 10 are “at proficiency”.

Band Distribution (%) - YEAR 7

	Band	4(-)	5	6	7	8	9(+)	%at/above National Minimum
Reading	School	2	14	27	30	23	4	97
	Diocese	3	11	26	32	22	7	97
	State	5	14	25	25	20	11	95
Writing	School	3	20	32	27	13	5	96
	Diocese	4	19	31	28	15	3	96
	State	9	21	28	22	15	6	91
Spelling	School	2	7	23	37	23	8	98
	Diocese	4	8	19	38	24	8	96
	State	5	8	19	30	24	13	95
Grammar & Punctuation	School	6	10	22	30	21	11	93
	Diocese	6	10	22	29	22	11	94
	State	10	13	20	22	19	15	90
Numeracy	School	2	9	28	32	24	5	98
	Diocese	2	11	29	32	19	8	98
	State	3	16	25	25	16	15	97

In 2013 Year 7 classes are mixed classes based on Placement Testing results. All students with learning difficulties are placed across classes with a Teachers Aide placed in each classroom to support individual students, the class as a whole and the teacher. The Year 7 cohort scored below State Means in all components of Numeracy. Classes in Year 8 will be streamed in two blocks of four classes, with one Extension class and three parallel groups.

This targeted approach will help lift the knowledge and skills of Numeracy in this Year group in 2014.

This Year 7 cohort has experienced some intensive reading programs in 2013. This was an area of development overall for Year 7 as Reading was below both Diocesan and State averages. This needs to be a targeted area of growth for Year 7.

Areas of Development

The number of students achieving Band 9 results continues to be an area of development. In the components Data and Numeracy the Band 9 results of St Johns College, compared to the State, are very poor. These numbers have dropped from 29 in 2011 to 14 in 2013. Reading is another area of concern with the need to develop the students' standards to attain the Band 9 standard, with only 8 students in 2013 compared to 25 in 2011.

School Planning to address issues

1. To develop the Reading Standards, Spelling and Grammar of this Year 7 cohort the College will be continuing a number of programs already in place. In Years 7 and 8 English classes students attend a library lesson with a structured reading program where students choose two books per term and review one in a folio during the term. This is combined with the student's writing folio

which each class completed once a cycle and complete exercises set by the teacher. Students who are at risk are on IEPs and other students participate in intensive reading programs through the Independent Learning Centre.

2. Spelling was targeted in 2012 and this process has been continued. A Spell Check and Write was introduced in each of four faculties, English, Religious Education, History, PDHPE. In these faculties a glossary of spelling words were set up for each unit of work taught and students moved through these words. Also the Spellodrome was introduced and is still implemented in English classes. The Spelling performance of the 2013 Year 9 has grown since the NAPLAN results of Year 7 2011. Scaled Scores were 2011 = 550.6 to 2013 = 599.9. Students at SJC had higher means than both the Diocese and State in Year 9 2013.
3. Numeracy Strategies – Targeted Program for Year 7 students performing below benchmarks in Numeracy to commence in ILC similarly to Intensive Reading Programs. Attached is the Numeracy Intervention Program timeline for 2014.
4. The introduction of a PLC Approach to lifting standards in student outcomes focusing on Year 7 Mathematics classes and teachers to implement the processes to develop an effective Professional Learning Team by applying the five steps in the PLC process. The first meeting has occurred with structures developed to commence implementation in 2014.

Band Distribution (%) - YEAR 9

	Band	5	6	7	8	9	10	%at/above National Minimum
Reading	School	3	13	28	27	23	6	97
	Diocese	3	12	30	28	22	5	97
	State	5	17	27	27	19	6	95
Writing	School	15	19	21	23	13	9	85
	Diocese	11	19	24	23	13	9	89
	State	18	19	21	23	11	8	82
Spelling	School	4	7	30	32	14	13	96
	Diocese	4	9	28	34	14	10	96
	State	6	11	27	32	15	10	94
Grammar & Punctuation	School	6	18	30	23	14	9	95
	Diocese	8	15	26	26	15	10	92
	State	11	15	29	23	12	10	89
Numeracy	School	3	8	32	30	17	10	97
	Diocese	4	13	30	28	15	11	96
	State	8	17	24	20	14	16	92

The Yr9 Indigenous students performed well in all aspects of Numeracy being above state and Diocesan Average in all tests

	Points above state average	Points above Diocesan Average
Numeracy	38.5	12.6
Data	52.6	19.1
Number Patterns	27.1	7.6

CEO Initiatives that have impacted on results

Spelling – the CEO focus on Spelling (Diocesan Spellathon)

	2012	2013	Change
State	586.5	591.8	+5.3
NSW CEC	592.0	595.5	+3.5
SJC	586.3	599.9	+13.6

Areas for Development:

1. 15% of Yr9 students were below the national minimum standards in Writing. This compared to 3.7% in Reading, 4% in Spelling, 5% in Grammar and 3% in Numeracy. 27 of these students were boys and 2 were girls.
2. The number of students achieving Band 10 results continues to be an area for development. Although results are generally pleasing we tend to have high numbers of students achieving Band 9.

College Strategies for Annual Plan 2014

1. A PLT of the teachers of Extension Classes in Year 10 will be formed. This Team will be led by Mark Scullard. The teachers will be meeting regularly to share ideas and research into the growth of the more able students in these classes. The objective is to enrich their curriculum so as to improve the standard of their academic performance to lift the appropriate students into the top performance bands in both NAPLAN testing and the HSC. After 2014 this PLT will be evaluated and the same approach introduced into lower Year Groups.
2. The Writing levels of the Year 9 boys is very low and this is not obvious in the total statistics as the girls have performed to an excellent level. KLA Coordinators across the curriculum have been asked to examine their programs and develop teaching strategies to target these boys and engage them in writing. KLA's particularly such as TAS and PDHPE who tend to have a large number of these underperforming boys are focusing on this issue through the theory component of these courses.
3. The Growth Data for Year 9 students since 2011 has been converted into to class groups for teachers in both Pastoral Groups for Religious Education and PDHPE and Study Groups for English, Science, Geography and History as well as the Blocked Mathematics Classes through the use of spreadsheets. This information has been made available to teachers highlighting the students who have gained or decreased in their growth over the 2 Year period within the various components of numeracy and literacy.

Record of School Achievement (RoSA)

In 2011 the NSW Minister announced that School Certificate tests would not continue beyond that year. From 2012 eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. Eligible students are able to apply for the RoSA when leaving school. In 2013 34 students requested and were awarded a RoSA.

Higher School Certificate (HSC)

Subject	2013 Bands (4,5,6)		2012 Bands (4,5,6)	
	School %	State %	School %	Sate %
English Adv	100	85.99	100	89
English Standard	46.20	33.96	76.3	51
Mathematics 2U	66.66	76.53	93.33	79
General Mathematics	41.74	41.95	58	51
SOR 1U	60.85	77.27	54.5	72.2
SOR 2U	91.65	74.91	91.81	64.28
Biology 2U	55.87	67.78	66.66	52.89
Sen Science 2U	70.57	67.73	93.75	70.83
Soc & Culture 2U	85.71	78.84	85.71	74.92
Modern History	81.81	76.56	100	74.44
CAFS 2U	90.47	66.04	85.70	57.69
Drama 2U	100	84.11	83.33	82.32
Music 1 2U	100	88.97	100	90.05

The 2013 cohort at St Johns College was not of the same academic standard overall compared to 2012. Students, however, demonstrated considerable Learning Gain in the HSC compared to this Year Group's NAPLAN and School Certificate results. Subjects that reflected this Learning Gain in 2013 are Modern History, Drama, Textiles, Music, Advanced English and General Mathematics. Society and Culture, in particular, scored very high HSC marks relative to the student candidature. The students across the curriculum scored commendable Band 4's and Band 5's, while the number of Band 6's (39) were lower than 2012 (54). Individual students still achieved high results with one student achieving a Premiers Award in 2013. There were 44 courses offered at the College in 2013 and 20 courses achieved above the State average.

PROFESSIONAL LEARNING AND TEACHER STANDARDS

Professional learning

In 2013 staff members at St Johns College engaged in a wide range of Professional Learning activities. Over 65 different conferences / courses were attended by more than 80 staff members. In addition to this the College scheduled 2 staff Professional Development Days involving the entire College teaching staff. An increasing trend was for staff to undertake online training thus reducing costs involved in travel and time away from classes.

In support of identified strategies for 'Catholic Life and Religious Education' Fr Leonard presented to the entire College staff "What Makes a Catholic School Catholic". At the invitation of the REC Curriculum, David Kerr (REC Lakemba Holy Spirit) and a senior marker of HSC SOR visited the

College workshopping with students and teachers of Studies of Religion. Individual staff members also attended the Studies of Religion in Focus Conference in Sydney, a two day SOR inservice in Sydney and a Studies of Religion in Focus Day in Orange.

National Curriculum – six staff members collaborated in cluster groups with colleagues from across the Diocese to develop programs and units of work for the new National Curriculum in the areas of Mathematics, Science, History and English.

PLC – Three members of the College Executive attended a 2 day conference “Professional Learning Communities at Work” presented by Gavin Grift and Jeff Wait in Mudgee. In addition to this the Science faculty as a group worked on “Science by Doing” program (Science by Doing: Professional Learning Communities by Professor Dennis Goodrum) at the KLA Professional Development Day.

Technology – The College continued to support staff members to engage in new technologies to enhance teaching in the classroom. Such courses included iPads for Musicians, Interactive Whiteboard Technology, New Literacies and ICT in the Classroom, Using Technology for Persuasive Writing, Critical Thinking using the Smartboard and the 6 Thinking Hats, Autocad, Maths iPad Workshop, and Integrating iPads for Learning Support and Special Education.

Data Analysis – The focus of the KLA Coordinators Professional Development Day was the interpretation and analysis of data from NAPLAN, RAP and de Courcy.

Teacher Standards

The NSW government requires that this report detail the number of teachers in each of the following categories:

Teacher Qualifications	Number of Teachers
1.Those having teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	80
2. Those having qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	11
3. Those not having qualifications as described in 1 or 2 but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed: - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.	0

Teacher Attendance and Retention Rates

Teacher Attendance	96.73
Teacher Retention	100

WORKFORCE COMPOSITION

	Male	Female	Male Indigenous	Female Indigenous
Principal		1		
Assistant Principal	1	1		
Teachers/Coordinator	35	57	1	
Teacher Assistants	5	11		1
Librarians		1		
Ancillary Staff	7	24		

SCHOOL POLICIES: STUDENT WELFARE, DISCIPLINE, COMPLAINTS and GRIEVANCES

Welfare And Discipline Policies

The following policies are available to parents and may be found in either

- Enrolment Pack
- Student Diary
- Staff Handbook
- St Johns College Student Handbook
- College Website

Policies

- Anti-bullying Policy
- Student Management Policy (Discipline and Welfare)
- Uniform
- Code of Behaviour
- Rights and Responsibilities
- Agreed Practices
- Fees and Commitments
- Homework
- Student Assessment.

The College also provides counselling services, both internal and external, and a pastoral coordinator for each Year Group. Liaison with outside agencies, police, DOCS etc will occur when required.

Student Welfare Policy

This policy is based on the code of behaviour outlined below. It operates in conjunction with the College Peer Support Program, anti bullying policies 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.

RIGHTS AND RESPONSIBILITIES

RIGHTS	RESPONSIBILITIES
1. I have a right to be happy and to be treated with understanding	<ul style="list-style-type: none"> • It is my responsibility to treat others with understanding – not to laugh at others, tease them or hurt their feelings • I will respect the rights of others
2. I have the right to be safe and to expect my property to be safe	<ul style="list-style-type: none"> • It is my responsibility to make the College safe by not bullying, harassing, threatening, hitting or hurting anyone in any way, and to respect my own property and that of others
3. I have the right to privacy in my personal life	<ul style="list-style-type: none"> • It is my responsibility to avoid spreading gossip or stories that may destroy the good reputation of other students, their families or teachers
4. I have a right to justice and fair treatment	<ul style="list-style-type: none"> • It is my responsibility to be truthful and treat others with justice and fairness
5. I have the right to expect the local community to support, respect and have pride in the College	<ul style="list-style-type: none"> • It is my responsibility to behave so the community will respect the College • I will maintain a high standard of

	<p>personal presentation and appropriate modesty at school: clean, tidy and wearing the correct uniform with pride</p> <ul style="list-style-type: none"> • I will not draw inappropriate attention to myself through my appearance or conduct
<p>6. I have a right to expect the College to maintain a healthy environment for all students</p>	<ul style="list-style-type: none"> • It is my responsibility to follow school rules for the possession or use of dangerous, banned or illegal items or substances at school, in uniform or at school functions. This includes cigarettes, alcohol, drugs, fireworks, weapons and listed items • It is my responsibility to care for the College environment, to keep it neat and clean and to be prepared to remove litter when requested
<p>7. I have a right to obtain maximum benefit from all classes, and to receive a fair share of the teacher's time and attention for help and advice</p>	<ul style="list-style-type: none"> • It is my responsibility to cooperate with teachers and other students to make sure that lessons proceed and that I keep up to date with the work required • I will not interfere with the right of other students to learn • I will give the teacher and the work my full attention • I will try to arrange non-school appointments outside school hours • I will attend school and be punctual • I will take part in activities to the best of my ability

There were no changes made to the Student Welfare Policy during the year, other than a staff review to strengthen and reinforce policies.

Complaints and Grievances Policy

St Johns College, in line with the Catholic Diocese of Bathurst, is committed to providing a pleasant, safe and effective working environment for the students in our schools. The duty of care should be paramount in all schools. To this end, policies such as Occupational Health and Safety, Child Protection, Student Welfare, Staff Code of Conduct and Privacy have been developed.

With every good will, problems may still arise and it is important that these concerns be dealt with swiftly and effectively to address the issue, allay fears and prevent issues developing into major problems. Parents are made aware of the policy through its publication on the CEO website. All staff will be made aware of the Complaints Policy through staff training. It is expected that all complaints will be dealt with impartially, confidentially, fairly and speedily.

The following principles govern all complaint handling processes.

- *Impartiality* – Complaints should be investigated in an open and unbiased way with both parties seeking a fair hearing and clarification of the issues. *No decisions or judgments should be made until all the facts are clear.*

- *Confidentiality* – All parties involved in the concern are asked to maintain confidentiality. The dignity and privacy of all concerned must be maintained.
- *A commitment to fairness* – Repercussions should not be feared following the lodging of a complaint made in good faith. Repercussions will not be tolerated.
- *Timeliness* – It is important that all complaints be dealt with speedily to ensure a quick resolution of the problem.
- Students Appeals process is published in both the diary and the St Johns College Handbook, and in Senior Assessment Booklets.
- A separate contact sheet is also published to parents.
- Teachers Special Needs Policy and Grievance Policy are also published in CEO Policies and Procedures Manual available at the College Office.

Anti-Bullying Policy

An up-to-date copy of our Anti-Bullying and Harrassment Policy can be found on the St Johns College website www.stjohnsdubbo.catholic.edu.au.

The Anti-Bullying Policy states that bullying in any form is not tolerated at St Johns College. The College will work in partnership with all members of the school and wider community to achieve a safe environment for our students both within and outside the College.

The College operates appropriate procedures for the reporting of all forms of bullying, and ensures that these procedures are well understood and publicised within the College community.

RATIONALE: Our Pastoral Care Policy is founded on the conviction that all members of the College community are worthy human beings and have a right to be dealt with in a sincere and respectful manner. The College strives to be a community that promotes care, respect and cooperation and values diversity.

The College affirms the right of all members of the school community to feel physically and emotionally safe, secure and valued. The College acknowledges its legal responsibility to support the care and protection of students while they are at school or involved in school- organized activities or interacting with other members of the College community.

There were no changes made to the Anti-Bullying Policy during the year.

The College promotes models of behaviour between school personnel and students based on mutual respect and consideration.

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.

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.

SCHOOL DETERMINED IMPROVEMENT AND TARGETS

The College operates under a 3 year Management and Quality Catholic Education Framework Plan. The latest Plan 2012-2014 is available from the College Office or can be viewed on the College website stjohnsdubbo.catholic.edu.au.

The Strategic Intent 2012-2014 was developed from the results of the College Appraisal and the application of the Quality Catholic Education Framework. Priorities were set for the following areas:

Catholic Life and Religious Education

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| • Increase the participation of students in Community service eg Blood Donor Campaign, Telstra education of the elderly and involvement in the St Vincent de Paul Christmas Hamper Appeal. | Achieved |
| • Restructure of the Caritas K in Term 1. Fundraising to be House based | Achieved & Continued |
| • Student numbers increased in Blood Donor Campaign and Christmas Hamper Appeal numbers increased in 2013. | Achieved |
| • Language students Yr 9-12 manage a kid's activities station at the Dubbo Multicultural and Red Ochre Festival. | Achieved |
| • Appointment of Fr Greg Bellamy – enabled a structured Liturgy and Sacramental experience for students to be set up for 2013. | Achieved |
| • Planning and development of Year Group celebrations at St Brigid's once a year for Yr 8-11. Yr 7 and Yr 12 have a Mass experience on their Retreat. | In progress |
| • Encourage staff to complete further studies in Religious Education | In progress |
| • A focus on more specialised Religious Education teachers during staff recruitment. | In progress |
| • Promotion of staff prayer at meetings through greater staff involvement and structured support of RE Ministry and Mission. | Continuing |
| • Increase communication via internet. Newsletter through College Website for reports on Retreats, Masses, Liturgies and Catholic Life. | Achieved & Continued |
| • RE faculty will introduce the use of Sydney Diocese Programs for 2013. | Achieved |
| • Further restructure of the focus of the P&F at St Johns College as a conduit between College Executive and Parent Community. | Continuing |
| • Develop more structured online communication re parents, newsletter, assessments policy information. | Achieved |
| • Continued growth of the College website including Assessment Calendars, Tasks, Marking Guidelines, simple responses, College Policies, permission notes for excursions, also a blog for parents to comment on issues. | Continuing |
| • Set up structures for regular meetings with Parish Priest and Executive to develop closer links between the Parish and the College in its planning and leadership. | In progress |
| • Meetings of Principal and Parish Priest and College Chaplain on a regular basis | In progress |
| • Continued implementation of the Student Welfare Software package to open to KLA Coordinators. | In progress |
| • Expansion of the Senior Retreat Program | In progress |
| • Evaluation of Year 12 Retreat- structure and timing. Evaluation of all overnight Retreats in terms of increased numbers in cohorts. | Achieved & Reviewed |
| • Continued 2012 structure for KLA Coordinators Professional Development to encourage the growth of a Professional Learning Community with KLA Coordinators driving the learning and teaching at the College. | In progress |

- 'Q' Drive development for recording the medical needs of students. Have this file formatted and ready for staff information at the beginning of the school year. Achieved
- Follow through Professional Development opportunities with David Kerr, REC Lakemba, Holy Spirit. Achieved
- Continue to review the whole School Mass structures in relation to the size of student population. In progress

Learning and Teaching

- Greater focus on positive award structure consistently across KLAs In progress
- New timetable structure to be implemented. 10 day/cycle with set days, eg Mondays – Day 1/Day 6. Achieved
- Implementation of teaching programs with a differentiated curriculum content and strategies. In progress
- Staff determined PD for KLA Day. A focus on National Curriculum development with support from CEO to fund release for specialised teachers to meet regularly to prepare programs to address National Curriculum in English, Mathematics, Science, History in 2013. Achieved
- Implementation of revised process for individual gifted students. In progress
- Development of a more structured process of identification and implementation for acceleration of gifted students. Names of students that have excelled in Academic Competitions at a Distinction level and in the Year 7 Placement Tests will be given to KLA Coordinators continued. New policy formation in progress
- Employment of more teacher aides in ILC, Art faculty, Industrial Technology and supervision in the ICT faculty to assist with increased demands of students with special needs in the classrooms continued. Achieved
- Maintain consistent formats across KLAs to analyse NAPLAN, HSC and de Courcy data and inserving for the interpretation of this data. Achieved & Continuing
- Continue the development of individualised Role Descriptions for KLA Coordinators. In progress
- Further promotion of G&T group in Year 7 with teacher mentors culminating with a presentation of projects to the wider community. In progress with new policy
- Planned times with KLA Coordinators to review HSC and analyse RAP Program for Seniors. Achieved
- One visit a year. Indonesia one year; Australia next. Max 10 students + teachers (English speaking). Timetabled in class during classtime. Achieved
- Employment of appropriate staff to cater for the needs of OTTC. Employment of a specialist support staff in Metals & Engineering and for 2013, the employment of a Hospitality Support Staff specialist. A qualified Industrial Technology teacher into the faculty to relieve pressure of class numbers. In progress as staff become available
- Review of teacher aide employment plan. Achieved
- Maintain consistent formats across KLAs to analyse NAPLAN, HSC and de Courcy data. Achieved
- Implement changes to reporting formats in different KLAs and review in regards to the new National Curriculum. In progress as KLA's develop formats

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)
- Choices Program (Year 9)
- 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.

PARENT, TEACHER AND STUDENT SATISFACTION

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

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

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 Liturgy 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.

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.

FINANCIAL STATEMENT (2013)

Catholic Schools are accountable for all monies received. Each year, the Catholic Education Office, Bathurst submits to the Commonwealth Government a financial statement on behalf of the 33 primary, K-10 and secondary schools. In addition, the financial accounts for each school and for the Catholic Education Office are audited annually

