



ANNUAL EDUCATIONAL AND FINANCIAL  
REPORT  
SECONDARY SCHOOLS  
2008

**St Johns College Dubbo**  
Annual School Educational and Financial Report  
2008



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**ANNUAL REPORT TO THE COMMUNITY CONTENTS**

Page No.

About this Report	1
Principal's Message	2
Parish Priest Message	2
Parent Representative Body Message	3
Leaders Message	3
Catholic Identity	3
School Features	4
Enrolment Policies and Profiles	4
Student Attendance, Retention and Post School Destination	5
School Curriculum	5
Student Performance in Statewide Tests and Examinations	6
• Includes National Benchmarks and Comparative performance over time	
Professional Learning and Teacher Standards	8
Teacher Attendance Rate and Retention Rate	9
School Policies	9
School Determined Improvement and Targets	13
Initiatives Promoting Respect and Responsibility	13
Parent, Teacher and Student Satisfaction	14
Summary Financial Information	15

## 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 Development 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 2009 following its submission to the Board of Studies.

Further information about the school or this report may be obtained by contacting the school on 68843766 or by visiting the website at [www.stjohnsdubbo.nsw.edu.au](http://www.stjohnsdubbo.nsw.edu.au).

Mr Warren Frew

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PRINCIPAL

June 2009

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DATE

## **PRINCIPAL'S MESSAGE**

The 2008 academic year commenced in January with the College once again at full capacity and carrying waiting lists in most year groups. The year also began on the back of outstanding HSC results from 2007.

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 close to 70% 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 2008 Year 12 group in raising over \$10,000 for the Royal Flying Doctor Service is a notable example of this leadership.

Changes in government and government policies have resulted in the application for government grant money to develop the College Curriculum and Resources. The College has been successful during the year in achieving a Commonwealth Government Grant for the purchase of 254 new computers. As well the Government Investing in Our Schools Program has resulted in funds being made available to refurbish the main student toilet block. A new Maintenance shed has also been constructed allowing for the better organisation and maintenance of the vast array of College infrastructure.

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. Some of the highlights of the year include the College Musical Production of "Footloose" and the College involvement in the journey of the Cross and Icon as well as World Youth day.

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.

*Warren Frew, Principal*

## **PARISH PRIEST'S MESSAGE**

The education process as I see it lived out at St Johns College is a fine blend of all that is good in education in general and all that is called for in our faith. That is probably why there is an over riding sense of harmony at the school, and it is definitely why I believe that the education of our children is in very safe hands, and the positive development of our society is assured because of those students currently progressing through our school system.

*Fr Paul Devitt, Parish Priest, St Brigids Presbytery*

## **PARENT and FRIENDS ASSOCIATION OR PARENT REPRESENTATIVE BODY MESSAGE**

The College P&F Association meets the first Wednesday of each month at 7.30 pm in the College Staff Common Room. All parents and friends are warmly welcomed and encouraged to attend. This year the Association was managed by an interim committee. It is hoped that 2009 will see a fully functioning and active Association.

*Mark Dunworth (Interim Chairman)*

## **LEADERS' MESSAGE**

Captaincy of St Johns College has been an uplifting experience. For those who are to follow, we wish you the best of luck; we know that your time will be as influential as ours was. The skills you gain from this experience will be with you for the rest of your lives.

Thank you to all who have made our time so exhilarating.

*Ryan Marlin and Heidi Carroll*

## **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. The highlight in 2008 was the College involvement in World Youth day and the procession of the Icon and Cross. Each Year group had the opportunity to be involved in a Retreat during the course of 2008.

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**

<b>Sacraments</b>	<b>Sacred Scripture</b>	<b>Church &amp; Theology</b>
Eucharist & the Liturgical Year (7)	Understanding the Bible (7)	Living as a Community (7)
Sacraments of Initiation (8)	Hebrew Scriptures: An Exploration (8)	Catholic Beliefs & Practices (7)
Sacraments of Healing (9)	Wisdom Literature (9)	The Life and Times of Jesus (8)
The Christian Meaning of Suffering and Death (10)	To be a Prophet (12)	Jesus and His Disciples (9)
Commitment and Ministry (10)	<b>Christian Scriptures</b>	Ecumenism (10)
Christian Marriage (12)	An Introduction to the Gospel of Mark (7)	People of God (10)
	An Introduction to the Gospel of Luke (9)	Rites of Passage (12)
	An Introduction to the Gospel	Women in Church & Society (12)

	of Matthew (10)	
	<b>Prayer &amp; Liturgy</b> Eucharist and the Liturgical Year (7) Advent / Christmas (7, 8, 9) Lent / Easter (7, 8, 9, 10) Prayer and Liturgy (9)	

## 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 950 students. There are 78 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.

## ENROLMENT POLICIES AND PROFILES

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

Student population (950) 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 both exchange students and full fee paying overseas students in 2008.

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 17.4% non Catholic students and accepts enrolments from non Catholic schools of both Catholic and non Catholic students if space permits. A copy of the Enrolment Policy is available from the College Office and is distributed with enrolment forms.

The enrolment makeup reflects the regional population with 2 students in need of ESL assistance and with 5.1% of students with Aboriginal heritage.

## STUDENT ATTENDANCE AND RETENTION

### Attendance Rates

The average school pupil attendance rate for 2008 was 92%.

### Retention Rates

Year 12 (2008) consisted of 60% of the 2006 Year 10 cohort.

## POST SCHOOL DESTINATIONS

For students who have completed Year 12 in 2008:

Further Study	66%
Workforce	30%
Not known	4%

## SCHOOL CURRICULUM

### Subjects Offered

#### **Year 7 and 8**

##### *Core Subjects:*

Religious Education	English	Mathematics	Science
Music	Language Year 7	Technology	Art
History Year 7/Geography Year 8		Personal Development, Health & Physical Education	

##### *Year 8 Interest Electives:*

Dance, IQ Studies, Agricultural Technology, Theory & Practice in Sports & Games

#### **Year 9 and 10**

##### *Core Subjects:*

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

##### *Electives:*

Commerce	Visual Arts	Information Technology	Dance
Drama Studies	Food Technology	Agricultural Technology	Advanced Science
Textiles Technology	Elective History	Graphics Technology	French Beginners
Music	Yr 11 Hospitality	Information & Software Technology	
Industrial Technology (Timber)		Industrial Technology (Metal)	
Physical Activity & Sports Studies		Second Chance Algebra	

#### **Preliminary Course and Higher School Certificate Courses (Board Courses)**

Agriculture	Visual Arts	Studies of Religion I & II	Modern History
Design & Technology	Food Technology	Economics	Drama Studies
Physics	Chemistry	Biology	Business Studies
Geography	Ancient History	Legal Studies	Dance
Textile & Design	Music 1 & 2	Mathematics (General & 2U)	Extension Music
PDHPE	Industrial Technology	Maths, Extension 1 & 2	Senior Science
English (Advanced & Standard)		English, Extension 1 & 2	Society & Culture
French Beginners	Graphics Technology	Community & Family Studies	Extension History
Software Design & Development		Earth & Environmental Science	
Information Processes & Technology		Tafe Delivered VET Courses	

*School Delivered VET Courses (include)*

Hospitality                      Primary Industries                      Construction                      Retail  
Information Technology      Metals & Engineering                      Sports Coaching                      Entertainment

*CEC Courses*

1U Photography, Video & Digital Imaging, 1U Exploring Early Childhood

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

**Literacy and Numeracy**

Students in Years 3, 5, 7 and 9 around Australia sat the NAPLAN Tests in May 2008. Individual student reports were provided in September 2008.

The test results provide information about student achievements in literacy and numeracy. The use of N/A indicates results were not available.

**YEAR 7**

<b>Overall Literacy</b>	<b>State Mean</b>	<b>Diocese Mean</b>	<b>School Mean</b>
2006	541	547	538
2007	543	553	550
2008	541	545	536

<b>Numeracy</b>	<b>State Mean</b>	<b>Diocese Mean</b>	<b>School Mean</b>
2006	550.	555	549
2007	556	567	566
2008	552	549	548

**YEAR 9**

<b>Overall Literacy</b>	<b>State Mean</b>	<b>Diocese Mean</b>	<b>School Mean</b>
2008	580	585	568
<b>Numeracy</b>	<b>State Mean</b>	<b>Diocese Mean</b>	<b>School Mean</b>
2008	593	590	580

2008 was the first year that these tests were provided for Year 9 students. The indications are that there is room for improvement in student preparation for these examinations as the results indicated a rate of improvement that is below state and diocesan level. A refocus on the efforts in literacy and numeracy at the middle school level will be part of the plan for 2009.

## National Minimum Standards

In 2008 the Commonwealth Government set minimum acceptable standards for Reading, Writing Spelling, Grammar and Punctuation and Numeracy for each grade tested through NAPLAN. These are referred to as 'national minimum standards' and replace the 'national benchmarks'.

The percentages of students in this school achieving the national minimum standard are reported below.

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 7	93%	94%	92%	81%	96%
Year 9	99%	96%	93%	96%	97%

These figures indicate that a majority of students have met the National Benchmarks in the above areas. Reading is obviously a particular strength with 99% achieving the benchmark in Year 9. Grammar and punctuation is a particular weakness in the students entering Year 7 and will be a focus for these students.

## School Certificate results

The percentage of students achieving bands 4, 5 and 6 is reported against statewide performance in each of the subjects shown. Comparative performance with the 2008 cohort is also shown. The indications from the School Certificate are that the college students are performing generally above the state average in across the board with the English literacy results showing a consistently strong set of scores. Mathematics results in 2008 were the only ones not to strongly outperform the state average. However, several individual students did perform well in the Mathematics test.

% in Bands 4, 5, 6	English Literacy		Mathematics		Science		Australian History		Australian Geography		Computer Skills	
	School	State	School	State	School	State	School	State	School	State	School	State
2008	81%	76%	48%	49%	70%	65%	74%	50%	75%	65%	100%	98%
2007	86%	72%	40%	42%	59%	65%	54%	61%	73%	71%	99%	98%

## Higher School Certificate results

The percentage of students achieving bands 4, 5 and 6 is reported against statewide performance in each of the subjects shown. Comparative performance with the 2007 cohort is also shown.

% in Bands 4, 5, 6	Studies of Religion 2Ut		Studies of Religion 1Ut		English Advanced		English Standard		Mathematics		General Mathematics	
	School	State	School	State	School	State	School	State	School	State	School	State
	70%	79%	61%	77%	100%	90%	51%	38%	72%	71%	59%	55%

2008												
2007	74%	78%	72%	76%	98%	89%	54%	38%	69%	69%	70%	59%

Congratulations to the class of 2008 and their teachers on their excellent result in the HSC. The following 21 subjects from 10 different faculties all achieved a higher percentage of Bands 5 & 6 than the State's statistics.

Subject	SJC	State	Subject	SJC	State
History Ext	100%	63.19	CAFS	44.44%	39.60%
Music Ext	100%	93.42%	Visual Art	62.62%	61.03%
Music 2	83.33%	78.60%	VET Entertainment	58.33%	31.79%
English Ext 1	100%	83.91%	Economics	57.14%	47.22%
General Maths	26.78%	25.67%	Advanced English	60.97%	49.39%
Industrial Technology	83.33%	31.72%	Design and Technology	100%	35.17%
Modern History	77.77%	41.60%	VET Construction	25.00%	15.81%
Ancient History	77.77%	47.32%	VET Hospitality	44.43%	23.50%
Music 1	66.66%	53.94%	VET Metals and Engineering	20.00%	16.55%
Food Technology	50.00%	28.76%	2U Maths	49.99%	44.81%
Chemistry	40.00%	38.29%	Ext 1 Maths	88%	82%
Soft & Design	55.55%	39.69%			

The College commends the students of 2008 for their commitment and dedication to their studies. A UAI of 90+ was awarded to approx 8% of the cohort.

## PROFESSIONAL LEARNING AND TEACHER STANDARDS

### Professional learning

There were over 100 conferences, courses and professional development activities undertaken by College staff in 2008.

These included whole school activities such as Staff Development Days on Behaviour Management, Staff Interrelationship Training, Learning Styles Analysis, and First Aid and Resuscitation Training. Individual staff members attended conferences, courses and workshops in areas such as Anti Bullying policies, Mentor Professional Development, VET, Gifted and Talented, Leadership, Studies of Religion, Legal Studies, Biology, Library Management, History, Creative Arts, Aboriginal Education and general curriculum.

The College also hosted a Diocesan KLA professional development day with guest speakers who are experts in their fields. They included representatives from universities and the Board of Studies.

The development of staff technology skills became a focus as the year developed and the College gained access to the Commonwealth government computer grant. A technology manager was employed who also provided significant staff in-servicing on Smart Boards and the College intranet.

Release from school to travel to other locations such as Sydney, Melbourne, Orange and Bathurst was the greatest challenge with the cost of travel and the difficulty of obtaining casual relief for staff.

The average expenditure per teacher was \$152 and the number of teachers involved was 375. Total expenditure on professional development was \$57,020.

### **Teacher Standards**

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

<b>Teacher Qualifications</b>	<b>Number of Teachers</b>
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.	3
3. Those not having qualifications described in 1 or 2 above but have relevant successful teaching experience or appropriate relevant knowledge.	2

### **TEACHER ATTENDANCE AND RETENTION**

The average teacher attendance rate during 2008 was 96.84.

The Teacher retention rate from 2007 to 2008 was 86.11.

### **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 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.

## Complaints And Grievances

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 and in school enrolment folders. 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 / parents appeals process is published in both the diary and the St Johns College handbook.
- 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.

## 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 on the College website.

### 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"> <li>• It is my responsibility to treat others with understanding – not to laugh at others, tease them or hurt their feelings</li> <li>• I will respect the rights of others</li> </ul>
2. I have the right to be safe and to	<ul style="list-style-type: none"> <li>• It is my responsibility to make the</li> </ul>

expect my property to be safe	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"> <li>It is my responsibility to avoid spreading gossip or stories that may destroy the good reputation of other students, their families or teachers</li> </ul>
4. I have a right to justice and fair treatment	<ul style="list-style-type: none"> <li>It is my responsibility to be truthful and treat others with justice and fairness</li> </ul>
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"> <li>It is my responsibility to behave so the community will respect the College</li> <li>I will maintain a high standard of personal presentation and appropriate modesty at school: clean, tidy and wearing the correct uniform with pride</li> <li>I will not draw inappropriate attention to myself through my appearance or conduct</li> </ul>
6. I have a right to expect the College to maintain a healthy environment for all students	<ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>
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	<ul style="list-style-type: none"> <li>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</li> <li>I will not interfere with the right of other students to learn</li> <li>I will give the teacher and the work my full attention</li> <li>I will try to arrange non-school appointments outside school hours</li> <li>I will attend school and be punctual</li> <li>I will take part in activities to the best of my ability</li> </ul>

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

### **Discipline Policy and Procedures**

The main aspect of any discipline policy is to establish a good pastoral climate. Students are encouraged to support our pastoral care policy by:

- i. showing respect for themselves and others;
- ii. showing respect for the property of others;
- iii. growing in their own faith and sharing this faith experience with others.

The basic educational philosophy of the College is outlined in the student code of behaviour that is available in the College diary.

### STUDENT CODE OF BEHAVIOUR

THE RULE	HOW TO KEEP IT
2. Learn all you can	<ul style="list-style-type: none"> <li>• Make up your mind to pay attention</li> <li>• Do your work</li> <li>• Join in school activities</li> <li>• Develop your skills</li> </ul>
3. Look after the College	<ul style="list-style-type: none"> <li>• Take care of the buildings, furniture, grounds and all property</li> <li>• Keep everything clean and tidy</li> </ul>
4. Earn the College a good name	<ul style="list-style-type: none"> <li>• Wear the correct uniform with pride</li> <li>• Behave well</li> <li>• Respect visitors</li> <li>• Play sport fairly and represent the College with honour</li> <li>• Do your best in all school activities</li> </ul>
5. Be in the right place at the right time	<ul style="list-style-type: none"> <li>• Never miss school or any lesson without proper permission</li> <li>• Always be in bounds, under proper supervision</li> </ul>
6. Respect the staff	<ul style="list-style-type: none"> <li>• Follow their instructions</li> <li>• Address them politely</li> <li>• Seek their help in learning</li> </ul>
7. Respect your fellow pupils	<ul style="list-style-type: none"> <li>• Be helpful whenever you can</li> <li>• Don't fight or cause any fights</li> <li>• Don't bully or harass anyone</li> <li>• 'Hands off'</li> <li>• Don't do anything that endangers any person</li> </ul>
8. Respect the property of other people	<ul style="list-style-type: none"> <li>• Don't steal or damage it</li> <li>• Hand in lost property</li> </ul>
9. Respect the truth	<ul style="list-style-type: none"> <li>• Try to be honest in all situations</li> </ul>

The College operates on a policy of related consequences to assist maintain order and discipline. For more serious offences and to assist students in establishing their own discipline, a Wednesday afternoon detention operates from 3.30p.m. to 4.30p.m. for students who disregard school rules. Students may be withdrawn from a class for a period of time, or placed on internal suspension if their conduct interferes with the rights of others. College privileges, including representative status, dances and excursions will be withdrawn from students who do not meet College expectations regarding conduct, work effort, punctuality, attendance and presentation. In some cases, suspension may be necessary. Parents will be contacted and the problem resolved.

Termination of enrolment may be necessary in cases of extreme or persistent serious misconduct. This decision will be made by the Executive Director, in consultation with the Principal and Parish Priest. There is a right of appeal to the Executive Director over suspension from school or expulsion.

The College does not support corporal punishment. The school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

The Principal or delegate, reserves the right to inspect a student's bag, search a locker or ask a student to empty their pockets, if they believe that the student may be in the possession of stolen or illegal substances. The possession or use of cigarettes, alcohol or drugs is forbidden at the College or at College functions. The possession or use of alcohol or drugs may lead to expulsion. A report will also be made to the Police Department.

The College follows the principles of procedural fairness in school discipline. This includes the right: to be heard; to be fully informed; to an impartial investigation and decision making process; to an appeal.

The full text of the school Discipline Policy may be accessed via the student diary. There were no changes made to the Discipline Policy during the year.

## **SCHOOL DETERMINED IMPROVEMENT AND TARGETS**

The College operates under a 5 year Management Plan. The latest Plan 2006-2010 is available from the College Office.

The completion of the 2001-2005 Plan was followed by a full school Appraisal and renewal of registration in 2006. The Plan 2006-2010 was developed from the results of the 2006 school Appraisal. Priorities were set for the following areas:

1. Development as a Catholic School
2. Curriculum
3. Student Management and Welfare
4. Resources and Facilities
5. Organisation and Management

The achievements in the Plan for 2008 are reported in the Management Plan Report available from the office. Priorities for 2009 are now being developed. Two key areas of achievement for 2008 included the purchase of 254 new computers and the refurbishment of the student toilet block both with assistance from the Commonwealth Government.

## **INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY**

Programs include:

- Student Representative Council and Leadership programs

- Peer Support Program
- 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**

The college continues to be at full capacity indicating wide ranging satisfaction with policies, achievements and resources. Satisfaction survey results are as follows, with the percentage figures being those who either agreed or strongly agreed that they were satisfied.

<b>Satisfaction with</b>	<b>Parents</b>	<b>Students</b>	<b>Staff</b>
Faith life	98%	85%	80%
Curriculum	91%	80%	80%
Organisation and management	93%	85%	88%
Resources and facilities	95%	81%	85%
Pastoral care and Discipline	90%	86%	80%

## FINANCIAL STATEMENT (2008)

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 34 primary, central and secondary schools. In addition, the financial accounts for each school and for the Catholic Education Office are audited annually.

