

# O'Connor Catholic College

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Principal: Mr Charlie Allen



## Annual School Report 2013

### Mission/Vision Statement

As partners in Catholic education, we show commitment to our school community by:

-Celebrating the catholic faith in Australia -Recognising that Jesus Christ is central to our lives -Imparting catholic beliefs, values, practices and traditions within a faith community -fostering the dignity, self-esteem and integrity of every person.

Ensuring Quality teaching and learning -providing stimulating and challenging curriculum which encourages the pursuit of individual excellence -promoting our school as a place of learning and excellence -promoting an active partnership between home, parish, school and community -making creative use of available resources -sharing the challenges of teaching and learning.

Making a difference in our world -providing a safe and socially just environment -inspiring hope, tolerance, and a positive vision for the future -developing self-motivated and well-adjusted young people, confident of adapting to the changing demands for society. -continuing the rich tradition of Catholic education in Armidale.

### About this Report

O'Connor Catholic College is registered by the Board of Studies (NSW) and managed by the Catholic Schools Office, Armidale, the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990. The annual report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The report describes achievement of school development priorities in 2012 and gives information about 2013 priorities. This Report complements and is supplementary to school newsletters and other regular communications. This Report is sent to the Catholic Schools Office, Armidale for validation with the requirements of the Education Act 1990 before being forwarded to the Board of Studies. Following its submission to the NSW Board of Studies the report will be presented to the parent body and be available on the CSO website by 30 June 2014. The school consultant also validates that the school has in place appropriate processes to ensure compliance

with all NSW Board of Studies requirements for Registration.

### Principal's Message

The Christian values of respect, dignity for all, justice and reconciliation, are interwoven into the Pastoral Care programmes, the Religious Education programme and the school's welfare and discipline procedures and policies. Our aim is to ensure that the unique value of each person is a lived reality.

Our students learn in high quality learning areas such as : Physics, Chemistry, Biology and Science laboratories; four separate computer laboratories and a network of laptops; full-sized basketball gymnasium and separate weights room; specialist music facilities with individual, specialist instrumental tuition available; food technology and textiles facilities; Visual Arts and Design rooms; a technology area for timber, metalwork and graphics technology; a farm with merino sheep stud, devon cattle stud,

chickens and ample space for the study of crops and vegetable gardens; a library resource centre and extensive ovals and sporting facilities.

In 2013 our Trade Training facility in Commercial Cookery and Construction became available to students and teachers. These facilities allow us to deliver Vocational Education courses alongside our more traditional subjects. Students undertaking these Vocational courses gain accreditation towards their Higher School Certificates as well as towards traineeships, and apprenticeships that are traditionally gained through the TAFE system.

O'Connor supports and nurtures a partnership between students, staff, parents and the local community. We provide excellent facilities, staffed by dedicated and passionate teachers that provides a learning environment that allows an opportunity for all students to grow and succeed.

The wide range of extra-curricular activities is a special feature at O'Connor. In 2013 the following activities were made available and taken up by students: -Rugby League - Rugby Union - Hockey (Boys and Girls) - Soccer (Boys and Girls) -Netball -Tennis -Basketball (Boys and Girls) -Swimming - Athletics - Touch Football.

Also in 2013, the College organised a Creative and Performing Arts spectacular that gave students the opportunity to showcase their creative talents in Music ensembles, choir, dance and drama. The performances held at the University of New England Arts theatre were sold out over three performances.

As well a number of activities with specialised coaching were offered during lunch times or before and after school. These include; music (string, wind,choir and guitar ensembles), dance, weights training, St Vincent de Paul (in school activities, visits to aged-care facilities), Chess Club (winners of Northern Tablelands Chess competition), Duke of Edinburgh, assisting with the running of the College Farm, and extra assistance from staff in core subjects of Science, Maths and English.

## **Parental Involvement**

It is with pleasure that I present the 2013 Chairman's Report to you on behalf of the O'Connor Catholic College Board.

The eleven member Board met monthly throughout the school year. At these regular scheduled meetings, parish, financial, education, building and infrastructure, parents and friends and Principal's reports were received and discussed as well as other matters relating to the college and students.

In partnership with the parish, parents and school community the Board has supported the ongoing

development of the Catholic ethos of the college. Throughout the year, the college has actively promoted itself as a centre for Catholic education true to the teachings of the Church. Thank you to the parish, principal and staff who have had the day to day responsibility of promoting the Catholic ethos in the school. Especially to Father Tuan for offering regular Masses and pastoral support to our students and Father Gleeson for his pastoral leadership and guidance to the board and college.

The Board has overseen the financial management of the college which has been prudent. It has included the review of school fees to ensure the school is financially sustainable going forward as well as making decisions to ensure access to quality education for the disadvantaged and future generations. Ensuring the ability to meet debt financing for new college infrastructure has also been achieved. It is pleasing to see enrolments in the school increasing each year.

The Board has also exercised general oversight of the curriculum. The college has actively worked to ensure that dedicated, qualified teachers are provided and to expand opportunities in the curriculum. The year saw the Practical Completion of the Trade Training Centre which has already proven to be a valuable asset to use by students as part of the curriculum. The preparation for the implementation of the new Australian curriculum in a number of grades for 2014 was started with appropriate resources allocated. These and other improvements will make an environment conducive to learning for the students. The Board is fortunate and grateful to have dedicated, talented members who have been able to offer professional guidance, advice and assistance to the college in these matters.

Thank you to the parents and friends who, through successful major fundraising events this year, have been able to provide better student facilities. This is in addition to the generous support of the Old Boys and past students.

The governance of the College by the Board has reflected the reality of Catholic education as a partnership between the diocese, parish priests, Catholic Schools Office, college staff, parents and friends, students, old boys and past students. In the year that celebrated the ordination and instalment of Bishop Michael Kennedy as the new bishop responsible for catholic education in our diocese, on behalf of the Board, I would like to express my sincere thanks to everyone in this partnership for creating such a wonderful school and learning environment for our children true to the teachings of the Church.

Finally, thanks to my fellow Board members for their dedication and generosity in offering their time and talents to provide advice and help maintain and

improve all aspects of the College.

## Student Leadership

**COLLEGE LEADERS:** The College leaders are nominated and elected by Peers and staff and trained by representatives of the La Sallian Youth Leadership team: Boy & Girl College Captains, Vice Captains, Sports Captains, Arts Captains, Four Boys & Four Girl House Captains.

**STUDENT REPRESENTATIVE COUNCIL (SRC)**  
The SRC are an elected boy and girl in each year plus two boys and two girls elected from Year 11.

**LASALLIAN YOUTH LEADERS** Year 11 & 12 Volunteers who wish to commit to a voluntary leadership role become Lasallian Youth Leaders (LYLs) and are trained in these positions.

Report from Student Leader 2013 It was a great opportunity to be elected as a part of the student leadership team at O'Connor Catholic College in 2013. Our school motto for 2013 was YOLO SWAG; You Only Live Once-Serve Willingly, Act Generously. We faced many challenges in our final year of schooling however we feel that the students embraced this theme and that our year as leaders was a success.

I speak on behalf of my fellow students in saying that O'Connor provided me with a valuable education and life experience, which will serve us lifelong. The strong relationship between the staff and students enhances the school atmosphere and provides guidance for students to lead their lives in a loving way and to respect their peers throughout their life. I would like to thank the College for the support they have provided me as a leader and in my academic schooling life. I believe future leaders will strive at O'Connor due to the support network that will surround them and I wish the College success in its future of educating students and creating confident leaders.

## School Profile

### School History

O'Connor Catholic College Armidale is a coeducational high school for students from Years 7 to 12. It began in 1975 with the amalgamation of St Ursula's College and De La Salle College. The College takes its name from the former Bishop, Bishop O'Connor, Bishop of Armidale from 1904 – 1930.

As partners in Catholic education, we commit ourselves to developing a Catholic College which: prepares students for life by guidance, example and

the experience of the Gospel values of tolerance, patience, kindness, gentleness and self-control and; shares the values and traditions of the faith community and provides the community with the best possible educational opportunity.

At O'Connor we develop close student/staff relationships and staff are careful to demonstrate that our expectations of them derive from our respect for them. We believe that in our interactions with students the College offers support and education that not only prepares young people for life, intellectually and socially, but also grounds them in an abiding belief in the goodness of God, people and the environment.

### Location/Drawing Area

O'Connor Catholic College is a regional coeducational high school located on the eastern side of the city of Armidale. O'Connor Catholic College has students from Years 7 to 12 and it is systemic school in the Diocese of Armidale. As a regional College the school draws many of its students from the Armidale Cathedral Parish community and the immediate local area. In addition, students also come from the Parish Primary schools of Guyra, Uralla and Walcha. A small number of students come from the communities of Kingstown, Bundarra and Kentucky.

### Enrolment Policy

O'Connor Catholic College follows the Bishop's Commission for Catholic Schools policy Enrolment of Students in Catholic Systemic Schools in the Diocese of Armidale 2002. This document can be obtained from the school office or is available on the Catholic Schools Office web site: <http://www.arm.catholic.edu.au>.

### Student Enrolment

Year	Boys	Girls	Indigenous	LBOTE
7	55	37	8	1
8	35	39	8	1
9	38	42	5	4
10	36	39	3	1
11	28	35	2	2
12	17	27	1	2
2011	193	225	33	5
2012	188	218	31	10
2013	209	219	28	11

## Apparent & Actual Retention Rates

A	Year 10 Total Enrolment 2011	71
B	Year 12 Total Enrolment 2013	44
C	Year 10 Enrolment at Census Date remaining in Year 12 at Year End	44
D	Apparent Retention Rate (%) B/A	62
E	Actual Retention Rate (%) C/A	62

## Student Mobility

## Student Attendance

### Average daily attendance for 2013

Year 7	95%
Year 8	91%
Year 9	90%
Year 10	91%
Year 11	92%
Year 12	91%
All students	92%

## Management of Non-Attendance

School attendance is managed in accordance with the Catholic Schools Office Guidelines for the Management of Student Attendance.

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An email is sent to parents each morning of absences. After three days of unexplained absences a phone call is made and a letter is sent home each week. Aboriginal students are phoned if absent by the Aboriginal Education Assistant in an effort to improve attendance of aboriginal students.

## Senior Secondary Outcomes

Percentage of Year 12 students who undertook vocational training while at school 46%

Percentage of Year 12 students who undertook training in a trade while at school 21%

Percentage of Year 12 students who attained a Year 12 Certificate or equivalent vocational education and training qualification 46%

## Post-School Destinations

### Destinations of Students Leaving Year 12, 2013 (%)

University	55
TAFE	10
Workforce	10
Other	5
Unknown	20

## Staff Profile

The staff of 48 consisted of 36 teaching and 12 support staff. All teaching staff were classroom teachers. Four members of staff (Principal, Assistant Principal, REC and Curriculum Coordinator) formed the College Executive. Four members of the support staff were specialist support staff for: Counselling, Additional Needs and Indigenous Education.

Seven of the remaining members of staff provided administrative and practical support in Secretarial, Financial, Library, Uniform, Laboratory and Food Technology. The final member of the support team provided Grounds and Maintenance support.

58% of the teaching staff possessed more than 16 years teaching experience whilst 28% possessed between 6 & 15 years experience and the remaining 14% possessed less than 6% of teaching experience. 17% of the teaching staff possessed Post Graduate qualifications and all but one staff member taught in their area of expertise and/or training. All teachers of Religious Education held the appropriate qualifications as detailed by the Catholic Schools Office.

The average daily staff attendance rate for 2013 was 92%.

## Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum.

Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR\* 100%

Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR\* guidelines but lack formal teacher qualifications 0%

Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context 0%

\* Australian Education Institution - National Office of Overseas Skills Recognition

Percentage of teachers accredited to teach Religious Education 35

Percentage of teachers undertaking accreditation to teach Religious Education 5

### Staff Professional Learning

In 2013 Professional Learning focused on improving teaching effectiveness, developments in ICT, ACARA updates on Australian curriculum, HSC exam marking, Autism workshop, Child Protection and Occupational Health and Safety.

## Catholic Identity

### Religious Education Program

O'Connor Catholic College follows the Armidale Diocesan Religious Education Curriculum and uses the student text To Know, Worship and Love as authorised by the Bishop of Armidale, Michael Kennedy.

### Liturgical Life

Students at O'Connor celebrate Mass as a year group with other parishioners in De La Salle Chapel once a term. Students also have the opportunity to attend reconciliation in the chapel once a term.

Students attend mass as a whole school three times a year; Ash Wednesday, The Feast Assumption in the Chapel and the Parish Opening Schools Mass at the Cathedral. Paraliturgies that are held in the chapel for the whole school are held at the start of the School Year, Easter, Anzac Day, Founders Day, NAIDOC Week and Christmas.

Paraliturgies in Religious Education classes are also encouraged and students are provided with the material to celebrate, at the end of each unit of work. O'Connor enjoys the benefits of being part of the Armidale Parish with consistent and positive contact with the Parish Administrator, Father Gleeson and Father Tuan.

### Staff and Student Faith Formation

Students attend depending on their year group a minimum of six Religious Education classes a cycle (fortnightly). Prayer and faith formation are included as a major part of each lesson. Students also have opportunities for faith formation through the retreat program where once a year, years 7 to 11, are involved in retreat activities and faith formation. At various times throughout the faith formation is further enhanced by visits by the La Sallian Youth Ministry team.

All staff participate and contribute toward weekly prayer. Meetings are opened with a prayer or reflection. Religious Education staff and Pastoral staff contribute toward retreat days. The Catholic Schools Office provide opportunities for staff retreats and support for faith formation through formal study. There is one pupil free day a year devoted to faith formation. In 2013, this was devoted to the pastoral program "make Jesus real". Staff have the opportunity to attend a retreat and faith formation program run by the De La Salle Brothers in Brisbane.

### Social Justice

Social justice issues form an integral part of the Religious Education curriculum, with every year addressing an aspect of social justice at some stage. The Year 8 program involves community service within Armidale. The senior retreat is facilitated by Father Jenkins at St Canices in Sydney, where a major component is developing an understanding of the plight of the poor, homeless and marginalised.

The St Francis Assisi Conference of the St Vincent De Paul Society is a voluntary organisation for students to participate in at O'Connor yet it galvanises the whole school to raise understanding for and to contribute toward the Winter Appeal, the Christmas Appeal and Project Compassion. The St Francis Assisi Conference are also involved in regular visits to the Stroke Recovery Club and nursing homes in Armidale.

School kits and guest speakers from Caritas organised by Brian Sullivan promote Project Compassion and raise awareness of social justice issues.

## Parish Links

O'Connor values its place as an integral part of parish. Parishioners can also attend the weekly Mass at the College on Wednesdays. Father Gleeson is a regular attendant at College board meetings.

O'Connor teachers and students act as readers, musicians, altar servers and special ministers at Sunday Mass. Principal, Mr Charlie Allan serves on the Parish council.

## Respect and Responsibility

Respect and Responsibility is embedded in the Pastoral Care program of the College. These are also issues that were highlighted at full school assemblies and year level assemblies. Respect and Responsibility are two of the many values that run through the Religious Education principles that are espoused and enacted upon. Respect and responsibility also form a part of all relationships that acknowledge the presence of God in all human beings. Therefore when relationships breakdown it is these values that are not being followed. For reconciliation to take place respect must be genuine and responsibility must be accepted.

Specific programs included the Year 8 community unit, the Year 11 retreat to Sydney where they visited a number of homeless and marginalised groups and the blood donation programme as well as many fundraising initiatives that promoted care and concern for others.

## School Curriculum

O'Connor Catholic College follows the Board of Studies syllabus for each subject offered (as required for registration under the Education Act 1990) and implements the curriculum requirements of the Catholic Schools Office.

## Features of the School Curriculum

## Student Performance

O'Connor Catholic College uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, portfolios, projects and presentations. The school also participates in the nation-wide literacy and numeracy testing program for the purposes of diagnosing individual learning needs and reviewing

whole class teaching programs. Information on student progress is communicated on a regular basis and opportunities exist for external assessment results to be discussed with parents on an individual basis annually.

## Literacy and Numeracy

The National Assessment Program Literacy and Numeracy (NAPLAN) was introduced for students in Years 7 and 9 in May 2008. NAPLAN replaces the previous State-based Basic Skills Test and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of Literacy and Numeracy outcomes for all students. Year 7 results are reported in Bands 4 to 9 with Band 9 representing the highest achievement and Year 9 results are reported in Bands 5 to 10 with Band 10 representing the highest achievement. **Please note: Figures have been rounded to the nearest whole number where necessary.**

Year 7 % in Bands		1&2	3&4	5&6
Reading	School	20	55	25
	National	17	56	26
Writing	School	53	41	6
	National	26	55	18
Spelling	School	18	66	16
	National	15	52	32
Grammar & Punctuation	School	30	42	28
	National	22	50	27
Numeracy	School	25	54	21
	National	18	54	27

Year 9 % in Bands		3&4	5&6	7&8
Reading	School	20	57	23
	National	11	57	20
Writing	School	45	42	13
	National	37	45	17
Spelling	School	22	57	21
	National	20	58	21
Grammar & Punctuation	School	30	46	24
	National	29	49	21
Numeracy	School	28	49	23
	National	26	48	25

## National Minimum Standards

The lowest Band for each year (Band 4 in Year 7 and Band 5 in Year 9) represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Students in the second Band for each year (Band 5 in Year 7 and Band 6 in Year 9) represent students who are achieving at the NMS. Students in all other Bands are achieving ABOVE the NMS.

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

		Year 7	Year 9
Reading	School	92.1	96.2
	National	94.2	93.4
Writing	School	84.3	82.3
	National	89.3	82.6
Spelling	School	91	94.9
	National	93.7	92.2
Grammar & Punctuation	School	88.8	91.1
	National	90.8	87.9
Numeracy	School	95.5	91
	National	95	90.6

## Higher School Certificate

In 2013, 47 students sat for examinations in the Higher School Certificate and all students received their HSC. The results from the 2013 cohort were strong with a number of high achieving students. Student achievement was reported on a standards framework using Course Marks and Performance Bands from 1 to 6 with Band 1 (the lowest) indicating that students have not achieved the minimum standard. Student achievement in Extension Courses is reported in Performance Bands from E1 to E4.

Of the Board Developed Courses, 7 were above the state average and 15 subjects scored below. Performance in our 4 largest cohort subjects are as follows:

In English Advanced there were 27 students with: 11.11% of students achieved Bands 5 and 6 (compared with 53.01% state-wide) 0% of students achieved Band 1 (compared with 0.11% state-wide)

In General Mathematics there were 32 students with: 6.25% of students achieved Bands 5 and 6 (compared with 20.83% state-wide) 0% of students achieved Band 1 (compared with 1.53% state-wide)

In Studies of Religion II there were 24 students with: 16.66% of students achieved Bands 5 and 6 (compared with 45.71% state-wide) % of students achieved Band 1 (compared with % state-wide)

In Studies of Religion I there were 19 students with: 10% of students achieved Bands 5 and 6 (compared with 47% state-wide) 5% of students achieved Band 1 (compared with 29% state-wide)

The table below represents the percentage of students who achieved in the top three bands for the four subjects with the highest candidature over the past three years compared to State averages (in parentheses).

Subject	2011	2012	2013
English Advanced	98(88)	53(89)	100(98)
General Mathematics	35(50)	36(51)	28(42)
Studies of Religion II	46(76)	31(72)	30(77)
Studies of Religion I	43(77)	57(72)	62(75)

## Records of School Achievement

From 2012, eligible students who leave school before receiving the Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades and participation in any uncompleted Preliminary Stage 6 courses. It is of specific use to students leaving school prior to the HSC. In 2013 2 students were granted a RoSA.

## School Policy Summary

### Student Welfare

O'Connor Catholic College seeks to provide a safe and supportive environment which:

- minimises risk of harm and ensures students feel secure
- supports the physical, social, academic, spiritual and emotional development of students
- provided student welfare policies and programs that develop a sense of self-worth and foster personal development

The school's Pastoral Care Policy is based on the Bishop's Commission Policy Pastoral Care In The Catholic Systemic Schools Of The Armidale Diocese.

The full text of school and diocesan policies are available from the College Office.

### Discipline Policy

O'Connor Catholic College bases its Discipline Policy on the Bishop's Commission Policies Pastoral Care In The Catholic Systemic Schools Of The Armidale Diocese, Policy On Suspension, Expulsion Or Exclusion Of Students In Catholic Schools In The Diocese Of Armidale and Management Of Drug Related Issues In Catholic Schools In The Diocese Of Armidale. These policies are based on procedural fairness and are discussed with students

on a regular basis. In compliance with the NSW Education Reform Act 1990, corporal punishment is banned in ALL Armidale Diocesan schools.

The full text of school and diocesan policies are available from the College Office.

## **Anti-Bullying Policy**

O'Connor Catholic College bases its Anti-Bullying policy and procedures on the Catholic Schools Office operational policy "Student Anti-Bullying Policy". The full text of this policy is available on [www.arm.catholic.edu.au](http://www.arm.catholic.edu.au).

## **Enrolment Policy**

O'Connor Catholic College bases its Enrolment Policy on the Bishop's Commission Policy Enrolment of Students In Catholic Systemic Schools in the Diocese of Armidale.

The full text of school and diocesan policies are available from the College Office.

## **Complaints and Grievance Resolution Policy**

O'Connor Catholic College procedures for resolving concerns and complaints is based on the Bishop's Commission Policy Complaints & Suggestions Policy for the Diocese of Armidale. This policy is based on procedural fairness and recognises that members of the school community must have access to processes that allow them to resolve concerns in a supportive, conciliatory environment. The full text of school and diocesan policies are available from the College Office.

## **Parent, Student and Staff Satisfaction**

A full report on Parent, Student and Staff satisfaction is available in hard copy from the school office or via a link on the school website.

## **School Review and Development**

### **Annual School Priorities 2013**

Our 2012 Annual Plan highlighted the following areas: - to focus on classroom learning and

teaching so that opportunities for student learning were at the forefront of all activities; - provide opportunities for staff to become competent and confident in iPad technology for implementation into all Year 8 and 9 curriculum areas in 2014;- continue videoconferencing with Gyeseong Catholic Girls High School in Seoul, South Korea, and plan for a visit of students and teacher to Korea in the July holidays of 2014; - improve speed of the internet by upgrading of Wi-Fi connectivity throughout the school; - hold a Creative Arts Concert in 2014.

### **Projected School Priorities 2014**

The delivery of good teaching in a positive learning environment will always be a top priority at O'Connor Catholic College. Equally, the provision of a safe and supporting environment where the pastoral care and the needs of each student will be looked after, will help form the basis of our College.

In 2014, we will continue with two programs aimed at improving the teaching and learning outcomes for students that commenced in 2013. They are the tactical teaching programme, which is a series of three non-sequential, intensive, highly practical workshops in speaking and listening and, Thinking and Reading.

Teachers take the ideas of improving Literacy back to the classroom and support students with literacy demands in their subject, as well as enhancing the understanding of content in their discipline.

The Tactical Teaching Framework and strategy fit well with the National Curriculum that begins in 2014 in English, History, Mathematics and Science in Years 7 and 9.

The second project that will continue into 2014 is Learning Enhancement Project. This project began as a pilot programme in the second half of 2013 and will continue into 2014. The aim of this project is to increase student writing techniques across a range of genres. The programme involves taking small groups of students to write creatively after being given high quality literature and asked to write how the story might continue. Students are provided with the necessary scaffolding to improve the quality of their creative writing.

With school improvement in all areas of activity, in 2014 we will be engaging the Australian Council of Educational Research to evaluate the College by using the National School Improvement Tool. Our hope is that this will give us a report from an accredited and credible outside agency that commends what we are doing well, acknowledges what we are currently attempting and gives us recommendations for areas where improvement

could be made. This review will involve interviews with parents, students and staff.

In 2014 we will continue with the implementation of iPad technology as the means of connecting students and staff with the world wide web. In 2014 all students in Years 8 & 9 will have their own iPad.

In 2014 plans are underway for O'Connor students to join with students from the Catholic Schools in the Tamworth region to showcase Creative and Performing Arts in our schools. This will be held in the Tamworth Regional Entertainment Centre (TREC) early in Term III. In term IV of 2013 O'Connor students auditioned with students from other non-government schools in Armidale for roles in West Side Story. Sixteen (16) students from O'Connor played various roles in the musical that was held at the Armidale School's Hosking Centre during Term 1 of 2014

### Major Achievements from the 2013 Annual Plan

During 2012 the Construction and fitting out of the Trade Training Centre in the areas of Hospitality and

Construction were completed. The buildings and fixtures were ready for day one of school of the 2013 school year and classes began taking advantage of there new facilities.

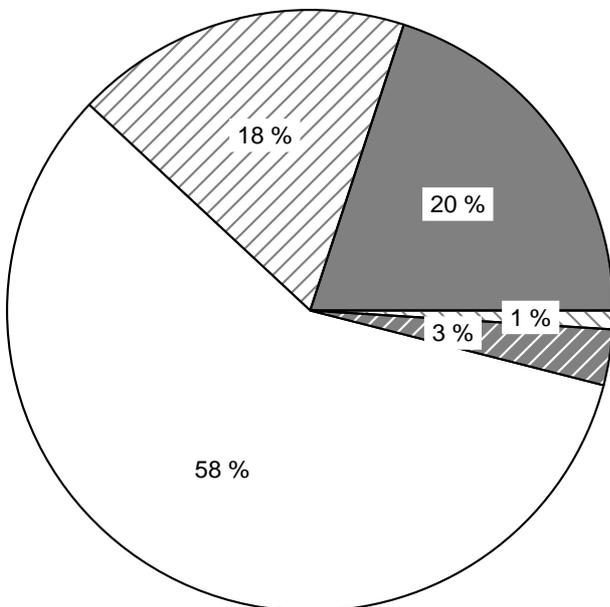
In 2013 the roll out of iPad technology to include all students was a major success. As with most initiatives there were some teething problems, but these were successfully dealt with on a case by case basis. This builds on the direction we have taken for all students to have their own iPad by 2016.

Although involvement in the BackTrack programme was not identified as a priority in 2011 for 2012, when the opportunity presented itself we set about including this programme as a possibility for O'Connor students. 2013 saw our first cohort of students engage in the BackTrack Program for a full year. The success of this program in 2013 will see it being retained in 2014. Students involved have begun a pathway to obtaining a Certificate II in Metals and Fabrication.

In Term III of 2013 we held our second Creative and Performing Arts Concert at the UNE's Arts lecture theatre. This provided students the opportunity to showcase their Visual Arts, Drama, Music and Dance talents to the wider community of Armidale.

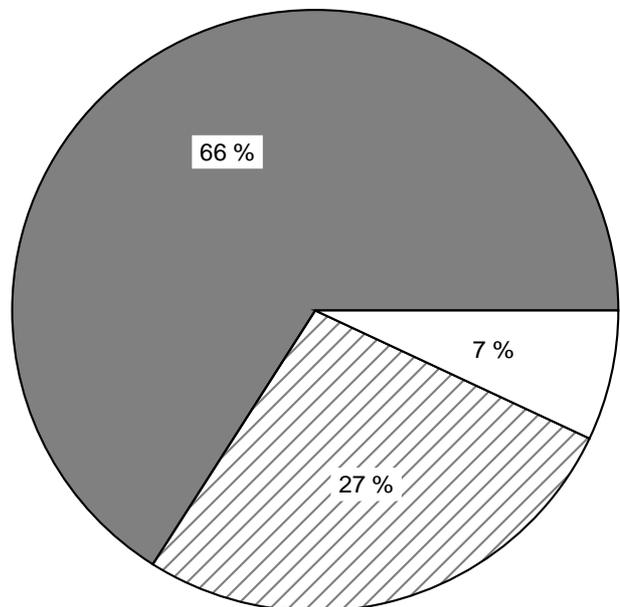
## Financial Statement

### Income



- fees and private income
- ▨ state recurrent grants
- commonwealth recurrent grants
- ▩ government capital grants
- ▧ other capital income

### Expenditure



- salaries, allowances and related expenses
- ▨ non-salary expenses
- capital expenditure

The information in this report has been verified and the priorities endorsed by the Director of Catholic Schools and the school consultant.