

# **Annual School Report 2019 School Year**

O'Connor Catholic College, Armidale



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Principal  
Regina Menz

## **About this report**

O'Connor Catholic College is registered by the NSW Education Standards Authority (NESA) and managed by the Diocese of Armidale Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual Report provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The report also outlines to the school community information about initiatives and developments of major interest and importance and the achievements arising from the implementation of the school Annual Improvement Plan.

The report demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the CSO. This report, approved by the CSO, monitors school processes to ensure compliance with all NESA requirements for Registration.

This report complements and is supplementary to school newsletters and other regular communications. It is available on both school and CSO websites by 30 June 2020 following its submission to NESA.

The contents of this report may be tabled for discussion at various parent forums, including the School Advisory Council meetings and all information is public.

Further information about the school or this report may be obtained by contacting the school on 02 6772 1666 or by visiting the school's website <http://oconnor.nsw.edu.au>.



## **1.0 Messages**

### **1.1 Principal's Message**

There were many people who assisted in the development of the College as a Catholic learning community. In particular, special thanks are extended to the parent body and the College staff for all their generous efforts. O'Connor Catholic College is indeed blessed to have such dedicated and enthusiastic people supporting the College.

Our vision is a faith filled community working collaboratively to enhance learning for all, resulting in students who are creative, confident and informed ready to make a real difference in our world. We believe that everyone can learn, not at the same time or in the same way and we create learning opportunities for everyone.

We have invested significantly in staff professional learning to plan and deliver differentiated learning tasks that enrich the learning experience and allow students to grow their learning everyday. We changed our Parent-Teachers nights in Years 7 - 10 to Student Led Conferencing, where the student led the conversation with parents and Pastoral Academic Care Teachers around their learning. This increased student ownership and student voice in the learning process.

Pastoral Academic Care continues to be a priority. We know every student and work with them individually to enhance their wellbeing and learning. Teachers worked with students in their PAC class in a coaching model and were engaged in learning conversations focussed on goal setting and learning growth.

Regina Menz  
Principal

### **1.2 A Parent Message**

The School Advisory Council held three meetings during 2019 with the membership being refreshed and expanded. The business conducted by the Council is now more wide-ranging and substantial in nature and therefore interesting, challenging and rewarding. The Council was pleased to provide feedback, advice and suggestions on a variety of areas including the Annual Improvement Plan, replacement of an ageing school bus, student-led conferencing and ongoing consultation on the Master Plan to name but a few.

The Principal of the College, has in essence, trusted the Council to be the support of the school that it has always wanted to be; in turn, the Council has responded appreciatively and constructively. This combination has resulted in stimulating, beneficial discussions.

Financially, due to sound management of funds and increased enrolments, O'Connor is currently in a healthy position. Staff and students alike are keenly invested in the success and growth of the school and the leadership of the school deserves to be congratulated on significant internal cultural and educational transformation.

For O'Connor and its School Advisory Council, 2019 has been a very good year. The Council looks forward to continuing active support of the school in its future development through 2020 and beyond.

Dr Vernon Crew  
Chairperson  
School Advisory Council

## **2.0 This Catholic College**

### **2.1 The College Community**



O'Connor Catholic College is located in Armidale and is part of the Saints Mary and Joseph Parish which serves the communities of Armidale, Guyra, Uralla and Walcha, from which the College families are drawn.

Last year the College celebrated 44 years of Catholic education.

The parish priest, Fr Roel Llave, is involved in the life of the College.

## **2.2 Catholic Life and Religious Education**

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.

2019 saw the College celebrate 44 years of Catholic education. The Parish Priest Fr Roel Llave is involved in the life of the College.

A weekly parish Mass is held in the College Chapel. Students attend Mass as a year group at least once a term and as a whole school at least once a term. A year group acts as ambassadors at selected masses at the Cathedral, joining the parish for Ash Wednesday, Catholic Schools Week, The Chrism Mass and Feast of the Assumption. Year 11 made the pilgrimage to the Cathedral for Ash Wednesday and College Captains attended the Cathedral for Catholic Schools Week. O'Connor students provided the music for the mass. All students had the opportunity for reconciliation before Easter thanks to Fr Roel organising a number of clergy from around the Diocese. Prayer services for School Captains, Holy Thursday, ANZAC Day, Founders Day and St Vincent de Paul Winter and Christmas Appeals have become traditional ceremonies. The Chapel band, known as 'Beatitudes', which was formed in 2017 under the direction of music teacher Melita Roache, has greatly improved participation in hymns by providing modern and relevant liturgical music. In 2019 the College employed Nick Troon to assist with the music ministry of the College. The College, in conjunction with Lasallian Youth Services, employed Isaac Selvey, Brydie Hawthorne and Eliza Clark to work with Lasallian Youth Ministers to assist with the faith life of the College.

Apart from prayer and faith formation which is embedded in the curriculum, students in each year group attended a reflection day once a year. Year 11 visited Sydney which included a visit to St Canice. Students were also able to attend mass at St Mary's Cathedral. Two exciting faith formation opportunities presented in 2019. Firstly the Lasallian Youth Gathering where 20 students acted as ambassadors for the College in Melbourne and the Australian Catholic Youth Festival in Perth where Bishop Kennedy led a strong diocesan pilgrimage.

Prayer is an integral part of morning pastoral and is systematic in terms of being printed on the morning messages. There is a Catholic youth group that met after school on Fridays. Staff participate in prayer before meetings and have the opportunity to attend Diocesan run retreat days. There is also a staff Lenten group that met on Thursday mornings at 8am during Lent. The Diocesan Spiritual Renewal Team conducted a staff twilight retreat in Term 4.

Social Justice forms an integral part of the curriculum, with each year group addressing some aspect of social justice at some stage in the curriculum. The senior retreat focuses on the plight of the poor and marginalised. Voluntary social justice groups such as St Vincent de Paul and Zonta are active at O'Connor, organising the Vinnies Winter and Christmas Appeals. O'Connor participate in the Caritas Project Compassion, for which the Pauper's Banquet was the major fund raiser. Students visited the elderly at Autumn Lodge on Fridays and catered for the The Armidale Stroke Recovery Group once a term.

## **2.3 College Enrolment**



O'Connor Catholic College caters for students from Years 7 to 12. The following table indicates the student enrolment characteristics:

|               | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | TOTAL 2019 | TOTAL 2018 |
|---------------|--------|--------|--------|---------|---------|---------|------------|------------|
| <b>Male</b>   | 52     | 44     | 61     | 33      | 31      | 28      | 249        | 246        |
| <b>Female</b> | 56     | 51     | 55     | 45      | 41      | 41      | 289        | 282        |
| <b>Totals</b> | 108    | 95     | 116    | 78      | 72      | 69      | 538        | 528        |

## 2.4 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, our staff as part of their duty of care monitor attendance each day. The Class Roll is marked every lesson and an unexplained absence email/SMS is sent out to parents on a daily basis.

The College uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, SMS message or email to the school preferably on the first day of absence, and certainly within seven days.

The Principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the Principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases, parents are asked to complete an Application for Extended Leave form that is signed and approved by the Principal, or make a time to meet with the Principal and discuss their situation.

The average student attendance rate for the College during 2019 is shown in the following table.

|                                         | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | All Years |
|-----------------------------------------|--------|--------|--------|---------|---------|---------|-----------|
| <b>Average Student Attendance Rates</b> | 88.0%  | 86.0%  | 86.0%  | 83.0%   | 86.0%   | 78.0%   | 84.5%     |

### Managing Student non-attendance

Regular attendance at school is essential if students are to maximise their potential. The College, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, College staff, as part of their duty of care, monitor part or whole day absences.

College staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the school community;
- monitoring engagement of individual students in their learning and identifying strategies to enhance engagement;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:



- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- intervention strategies for students with unsatisfactory attendance may include academic case management, social case management, referral to counselling and parent/carer involvement;
- the Director of Catholic Schools or designated Catholic Schools Office Armidale officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom previous strategies have failed to restore regular attendance.

When the Catholic Schools Office Armidale is notified of a student for whom chronic non attendance is an issue and previous strategies have failed, the Principal and the School Consultant will convene a meeting with the family, the student, and other agencies if required, to develop a Return to School Plan.

## 2.5 Staff Profile and Teacher Standards

| Teacher Qualifications / Staff Profile |                                                                                    | Number of Teachers |
|----------------------------------------|------------------------------------------------------------------------------------|--------------------|
| 1.                                     | Those teachers at the NESA Teacher Accreditation Provisional or Conditional level. | 4                  |
| 2.                                     | Those teachers at the NESA Teacher Accreditation Proficient level.                 | 51                 |
| 3.                                     | Those teachers at the NESA Teacher Accreditation Highly Accomplished level.        | 0                  |
| 4.                                     | Those teachers at the NESA Teacher Accreditation Lead level.                       | 0                  |
| 5.                                     | Teachers with recognised qualifications to teach Religious Education.              | 22                 |
| 6.                                     | Number of staff identifying as Indigenous employed at the College.                 | 2                  |
| 7.                                     | Total number of non-teaching staff employed at the College.                        | 19                 |

## 2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community. The school models and teaches students about respect and responsibility in a number of ways:

O'Connor Catholic College is an organisation based on the Catholic Principles and Values which include the Principle of the Common Good, respecting all people, looking after people less fortunate and respect and care for the environment. These principles are at the core of life at the College and are integrated throughout the curriculum.

O'Connor's Pastoral Academic Care (PAC) program is based on evidence that learning and wellbeing are inextricably linked. The PAC Program includes coaching and learning conversations and goal setting. The PAC teacher plays a very important role in monitoring and building wellbeing. The Student Diary focuses on a strengths based approach. The key elements of the student diary are designed to help students strive, thrive and flourish.



Students participated in many school based activities in the promotion of social justice including College wide events such as the Winter and Christmas Appeal run by the St Vincent de Paul Chapter and weekly visits to one of the local aged care facilities. Students participated in a voluntary capacity. The Z-Club is another way students helped the community and the wider world. The club aims to improve health and education for underprivileged women and make birth kits for women in developing countries and toiletry packs for the local Women's Shelter.

Students participated in a range of environmental projects aimed to enhance the world in which we live. These included Clean Up Australia Day, tree planting and 'Speak 4 the Planet' Competition. These initiatives promoted respect and responsibility for the world around us. They reinforced respect for others and promoted both individual and collective responsibility for the welfare of others.

## **2.7 Parent, Student and Teacher Satisfaction**

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers.

### **Parent Satisfaction**

The Catholic Schools Office, Diocese of Armidale contracted 'Survey My School' to conduct surveys of parents, students and staff in all schools within the Diocese. Below are some results of the parent survey for O'Connor Catholic College.

In summary the satisfaction was scored as follows:

Strongly disagree=0, Disagree=1, Agree=2, Strongly Agree=3

For all statements parents average was 2-3 with the highest level of satisfaction for:

- Overall I am satisfied with the education our children receive at this school
- The school is a safe place for my child
- The staff at this school take an interest in my child
- I would recommend this school to others
- Communication between the home and school is effective
- The school responds quickly to my concerns
- Change initiatives are well managed at this school

### **Student-led Conferencing**

In 2019 the College introduced Student-led conferencing, replacing the traditional Parent/Teacher interviews. Parents were asked to submit comments in relation to their child.

### **Student Satisfaction**

The Catholic Schools Office, Diocese of Armidale contracted 'Survey My School' to conduct surveys of parents, students and staff in all schools within the Diocese. Below are some results of the student survey for O'Connor Catholic College.

In summary the satisfaction was scored as follows:

Strongly disagree=0, Disagree=1, Agree=2, Strongly Agree=3

For all statements parents average was 2-3 with the highest level of satisfaction for:

- I feel safe at this school
- I am encouraged to care for others



- I feel accepted by other students at this school
- I would recommend this school to others
- My teachers care about me
- All my teachers encourage me to do my best
- I am encouraged to care for others

### **Staff Satisfaction**

The Catholic Schools Office, Diocese of Armidale contracted 'Survey My School' to conduct surveys of parents, students and staff in all schools within the Diocese. Below are some results of the staff survey for O'Connor Catholic College.

In summary the satisfaction was scored as follows:

Strongly disagree=0, Disagree=1, Agree=2, Strongly Agree=3

For all statements parents average was 2-3 with the highest level of satisfaction for:

- I get a lot of satisfaction from working in this school
- I have the resources I need to do my job
- School leaders at the school know me as a person and support my wellbeing
- There are clear expectations concerning the use of effective teaching strategies throughout the school
- The school communicates clearly that it has high expectations for student attendance, engagement and outcomes
- Catholic religious identity is a high priority in this school
- I would recommend this school to others

## **3.0 Teaching and Learning**

### **3.1 College Curriculum**

The College provides an educational program based on and taught in accordance with the NSW Education Standards Authority syllabuses for Secondary Education as required for Registration and Accreditation under the Education Act 1990 (NSW). In addition, the College implements the curriculum requirements of the Catholic Schools Office Armidale.

O'Connor Catholic College provides an educational program based on, and taught in accordance with the NSW Education Standards Authority syllabuses for Secondary Education (NESA) as required for Registration and Accreditation under the Education Act 1990 (NSW). In addition, the College implements the curriculum requirements of the Catholic Schools Office, Armidale. O'Connor Catholic College is accredited by NESA to issue the RoSA (Record of School Achievement), and the Higher School Certificate (HSC).

Offering a broad curriculum seeking to develop the talents, interests and abilities of all students, all mandated courses determined by NESA are offered, as well as providing flexibility in subject learning opportunities through a range of elective subjects. Further enhancing holistic underpinning to learning, Religious Education is compulsorily studied across all year groups.

#### **Stage 4 (Years 7 and 8)**

Students study the mandatory NESA courses of English, Mathematics, Science, History, Geography, Technology, Visual Arts, Music and PDHPE. For their required language study, students learn French.



Further enhancing the opportunities for students to see real progress in their learning, a Literacy Initiative is embedded in Years 7 and 8 and Levelled Learning Intervention is implemented for students requiring reading support.

### **Stage 5 (Years 9 and 10)**

In addition to the mandatory courses of English, Mathematics, Science, History, Geography and PDHPE, students may choose up to four elective courses of study for either 100 hours or 200 hours. Subjects commonly offered are Agriculture, Commerce, Design and Technology, Food Technology, Visual Arts, Music, Dance, French, Textiles, Physical Activity and Sports Science and iSTEM.

### **Stage 6 (Years 11 and 12)**

In preparation for the HSC, students may elect to study subjects from a wide variety of courses including English Studies to Extension English 2, Mathematics Standard to Extension Mathematics 2, Physics, Chemistry, Biology, Senior Science, Modern History, Ancient History, Business Studies, Legal Studies, Studies of Religion 1 and 2, Studies in Catholic Thought, PDHPE, Community and Family Studies, Visual Arts, Music, Dance, Design and Technology, Industrial Technology, Engineering Studies and Textiles. Exactly which course runs in any given year is dependent on the number of students electing to study each course. An extensive VET program is supported which includes the opportunity for students to gain a Level 2 Certificate in Business Services, Hospitality, Construction and or Primary Industries.

If a student in Stage 5 or 6 has a strong desire to study a course that is not running at the College, the course may be undertaken by Distance and Online Education. Extra costs are often involved in this avenue of study. Many students undertaking e-VET and SBAT opportunities and are supported in these endeavours by the College and local community.

### **Extra Curricular Activities**

There are a myriad of opportunities for students to deepen their sense of belonging and develop leadership skills, which in turn, enhances their learning engagement. Teachers volunteer to run these different activities, catering for a range of student interests. These include but are not limited to Student Representative Council, Lasallian Youth Leadershipship, Vinnies, Z-Club, Music, Drama, Environment Club, Chess and many different sports.

## **3.2 Student Performance in National Testing Programs**

### **3.2.1 NAPLAN**

The College participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 7 and 9 tested. In Year 7, 108 students presented for the tests while in Year 9 there were 116 students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

In both Year 7 and Year 9 there are six achievement bands with Band 9 being the highest level of attainment in Year 7 and Band 10 the highest in Year 9.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

At O'Connor Catholic College, school and student performance are closely monitored. These tests are one means of gathering data on individual student and school achievement. College staff have participated in Catholic Schools Office information sessions on NAPLAN and Data Analysis.

The following data indicates the percentage of O'Connor Catholic College students in each band compared to the State percentage.



| Year 7 NAPLAN Results in Literacy and Numeracy |       |        |       |        |       |        |       |        |       |        |       |        |
|------------------------------------------------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|
| Percentage of students in Bands 4 to 9         |       |        |       |        |       |        |       |        |       |        |       |        |
| BAND                                           | 9     |        | 8     |        | 7     |        | 6     |        | 5     |        | 4     |        |
|                                                | State | School |
| Reading                                        | 6.1   | 9.4    | 19.3  | 20.8   | 28.9  | 20.8   | 27.3  | 28.3   | 11.5  | 10.4   | 4.0   | 6.6    |
| Writing                                        | 1.6   | 1.9    | 11.3  | 7.5    | 21.9  | 25.5   | 32.7  | 31.1   | 23.8  | 22.6   | 8.7   | 11.3   |
| Spelling                                       | 5.9   | 3.8    | 16.7  | 19.0   | 26.7  | 21.0   | 29.5  | 31.4   | 13.0  | 9.5    | 2.8   | 3.8    |
| Grammar and Punctuation                        | 4.5   | 1.9    | 15.6  | 20.0   | 25.2  | 28.6   | 27.6  | 20.0   | 17.0  | 14.3   | 5.4   | 8.6    |
| Numeracy                                       | 7.3   | 6.7    | 15.8  | 16.2   | 31.9  | 33.3   | 24.8  | 21.0   | 13.5  | 15.2   | 4.3   | 4.8    |

| Year 9 NAPLAN Results in Literacy and Numeracy |       |        |       |        |       |        |       |        |       |        |       |        |
|------------------------------------------------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|
| Percentage of students in Bands 5 to 10        |       |        |       |        |       |        |       |        |       |        |       |        |
| BAND                                           | 10    |        | 9     |        | 8     |        | 7     |        | 6     |        | 5     |        |
|                                                | State | School |
| Reading                                        | 2.6   | 1.7    | 15.4  | 10.4   | 34.8  | 41.7   | 32.5  | 28.7   | 10.2  | 13.0   | 3.9   | 2.6    |
| Writing                                        | 3.4   | 0.9    | 9.1   | 6.1    | 19.6  | 16.5   | 30.3  | 33.0   | 25.6  | 27.8   | 11.7  | 15.7   |
| Spelling                                       | 4.2   | 2.6    | 15.2  | 15.7   | 32.5  | 27.0   | 29.7  | 28.7   | 12.3  | 15.7   | 3.7   | 7.0    |
| Grammar and Punctuation                        | 3.7   | 1.7    | 10.8  | 10.4   | 24.7  | 22.6   | 34.9  | 34.8   | 19.2  | 18.3   | 4.2   | 7.0    |
| Numeracy                                       | 4.0   | 1.7    | 15.6  | 16.5   | 28.9  | 33.9   | 36.9  | 33.0   | 14.1  | 13.9   | 0.5   | 0.9    |



### 3.2.2 Higher School Certificate

The results of the College's Higher School Certificate candidature are reported below. The table provided shows the percentage of students who achieved in the top three bands and shows a comparison with results from previous years.

|                               | <b>Higher School Certificate: Percentage of students in bands 4, 5, 6</b> |       |               |       |               |       |
|-------------------------------|---------------------------------------------------------------------------|-------|---------------|-------|---------------|-------|
|                               | 2017                                                                      |       | 2018          |       | 2019          |       |
|                               | <b>School</b>                                                             | State | <b>School</b> | State | <b>School</b> | State |
| <b>Studies of Religion 1</b>  | 58%                                                                       | 81%   | 65%           | 71%   | 57%           | 58%   |
| <b>English Standard</b>       | 70%                                                                       | 54%   | 44%           | 50%   | 50%           | 37%   |
| <b>English Advanced</b>       | 73%                                                                       | 91%   | 93%           | 91%   | 92%           | 94%   |
| <b>Mathematics Standard 2</b> | 39%                                                                       | 50%   | 43%           | 53%   | 47%           | 37%   |
| <b>Mathematics</b>            | 31%                                                                       | 74%   | 50%           | 78%   | 69%           | 64%   |

80.95% of courses are in typical range according to De Courcy data for 2019.

O'Connor Catholic College's significant individual student or subject achievements were:

- Aiden Wicks - College Dux with an ATAR of 96.15
  - Band 6 results in English Standard, Mathematics Extension 1 and Mathematics Extension 2. Band 5 results in Chemistry and Modern History.
- Maria Alkhouri - ATAR 94.85
  - Band 6 results in English Advanced, English Extension 1, Modern History and Visual Arts. Band 5 results English Extension 2 and Studies of Religion II
- Meg LyeBand - ATAR 92.85
  - 6 result in English Advanced, Band 5 Results in Chemistry, Modern History, Mathematics, Mathematics Extension 1 and Studies of Religion II
- Olive Tutt - Year 11 Student
  - Band 6 result Mathematics and Band 5 Mathematics Extension 1
- Nicholas Andrews
  - Band 6 in Business Studies
- Elsbeth Rathborne
  - Band 6 in Music 1
- Chyna Smith
  - Band 6 in Mathematics Standard 2
- Isabelle Stoessel
  - Band 6 in French Beginners
- Kaitlynn Turley
  - Band 6 in Visual Arts



Top students are generally performing above typical performance

- over the past two years, there has been a rise in the number of students achieving Band 6 and Band 5 results.
- This has equated to more students achieving ATARs in 80s and 90s.
- these students have 'bought' the vision that they can achieve, showing high self efficacy and the skills needed to succeed.

The next cohort Band 3 and low Band 4 students are under-achieving.

- Is it self efficacy? skills?
- Zone of concern - early entry, parent expectations, social
- Zone of influence - student expectation, staff expectation, study skills, writing skills, mentoring

Students who are in English Standard and Maths Standard

- what are we doing in these subject for this mini-cohort

SOR remains a concern

- writing skills?

|                                                   |    |
|---------------------------------------------------|----|
| In 2019 the number of students issued with a RoSA | 11 |
|---------------------------------------------------|----|

### 3.2.3 Senior Secondary College Outcomes

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

#### Senior Secondary Outcomes

|                                                |                                                                                                                               |      |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|------|
| <b>Senior Secondary Outcomes Year 12, 2019</b> | % of students undertaking vocational training or training in a trade during the senior years of schooling.                    | 20%  |
|                                                | % of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification. | 100% |

### 3.2.4 Post College Destinations

Destination data is required to be collected by all schools for students beyond the compulsory years of schooling. This table is an easy way to represent the figures ensuring school and system compliance with this Federal requirement.

Each year the College collects destination data relating to the Year 12 student cohort. The table below sets out the percentage of students for the various categories shown.

| <b>Destination Data Year 12, 2019 Graduating Class</b> | <b>University</b> | <b>TAFE / Other institutions</b> | <b>Workforce entry</b> | <b>Destination not reported</b> |
|--------------------------------------------------------|-------------------|----------------------------------|------------------------|---------------------------------|
|                                                        | 65%               | 5%                               | 10%                    | 20%                             |



### 3.2.5 Retention of Students from Year 10 to Year 12

The percentage of students who completed year 10 at O'Connor Catholic College and progressed to year 12 for 2019 was 78%.

### 3.3 Teacher Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole College staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office Armidale. The College takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development.

All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Whole staff development day professional learning activities in 2019 were:

| <b>Staff Professional Learning Activity</b> | <b>Date</b> | <b>Presenter</b>                                           |
|---------------------------------------------|-------------|------------------------------------------------------------|
| Staff Planning Day                          | 29/01/2019  | Regina Menz                                                |
| Systems Conference                          | 11/06/2019  | CSO                                                        |
| Systems Conference                          | 12/06/2019  | CSO                                                        |
| AIP Staff Learning Day - CPV                | 22/07/2019  | Eli Simpson,<br>Mellissa Bell,<br>Damian Roff              |
| Reflective Practice                         | 19/12/2019  | Regina Menz, Eli<br>Simpson, Damian<br>Roff, Mellissa Bell |

### 4.0 College Policies

#### 4.1 Enrolment Policy

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment Policy' of Students in the Catholic Systemic Schools of the Diocese of Armidale. The Catholic Schools Office Armidale monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Students from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

This College does not have any enrolment policies or support documents in addition to the Bishops Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the College's website <http://oconnor.nsw.edu.au> and the Armidale Catholic Schools Office website <https://www.arm.catholic.edu.au>.



## 4.2 Pastoral Care Policy

Jesus Christ and his teachings are the basis of all that occurs at O'Connor Catholic College. Christ's teachings therefore should relate to how our staff develop student self-discipline. The college community believes in a holistic approach to individual development. Such an approach aims to develop the intellectual, physical, emotional, social, aesthetic, moral and spiritual dimensions of a child. Staff aim to bring this about in the College by promoting self-worth and by encouraging each individual to answer to one's self for one's own actions.

All people attending O'Connor Catholic College have the right to be treated:

- justly
- respectfully
- fairly

*No changes were made to the 'Pastoral Care Policy' this year.*

*The full text of the College's 'Pastoral Care Policy' may be accessed on the College's website <http://oconnor.nsw.edu.au> or at the administration office.*

## 4.3 Student Discipline Policy

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

*No changes were made to the 'Student Discipline Policy' this year.*

*The full text of the College's 'Student Discipline Policy' may be accessed on the College's website <http://oconnor.nsw.edu.au> or at the administration office.*

## 4.4 Bullying Prevention and Intervention Policy

The Catholic Schools Office, Armidale has established a 'Bullying Prevention and Intervention Policy' which is implemented by the College and all systemic schools in the Diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Schools Office (CSO) monitors the implementation of this policy.

*No changes were made to the 'Bullying Prevention and Intervention Policy' this year.*

*The full text of the College's 'Bullying Prevention and Intervention Policy' may be accessed on the College's website <http://oconnor.nsw.edu.au>, the administration office or on the CSO website.*

## 4.5 Complaints Handling Policy and Guide

The Diocese of Armidale has established a 'Complaints Handling Policy and Guide' which is implemented by the college. The rationale for this policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of the contemporary world. The Catholic Schools Office monitors the implementation of these policies.

*No changes were made to the 'Complaints Handling Policy and Guide' this year.*

*The full text of the College's 'Complaints Handling Policy and Guide' may be accessed on the College's website <http://oconnor.nsw.edu.au> or the administration office.*



## 5.0 College Review and Improvement

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

| Key improvements achieved this year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Key Improvements for 2020                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p><b>Nurture Our Catholic Society</b><br/> <b>Annual Improvement Plan Goals for Faith were:</b></p> <ul style="list-style-type: none"> <li>To ensure meaningful embedding and exploration of Catholic Principles and Values (CPV)</li> </ul> <p><b>Measure of Success</b></p> <p>Programs have the CPV embedded with explicit teaching strategies that enrich student learning. Students and teachers can articulate CPV and make connections between content and learning experiences and the CPV.</p> <p><b>Reflection</b></p> <p>Significant progress was made in implementing the CPV into programs. Key Learning Areas developed a Scope and Sequence to ensure meaningful embedding was occurring. The CPVs are printed in the student diary as a resource for Students and Parents.</p> <ul style="list-style-type: none"> <li>To foster faith formation opportunities for the whole school community.</li> </ul> <p><b>Measure of Success</b></p> <p>A broadening of the faith formation opportunities for all members of the school community through the use of the Faith Formation Framework.</p> <p><b>Reflection</b></p> <p>Opportunities for faith formation for students included participation in Lasallian Youth Gathering in Melbourne, Australian Catholic Youth Festival in Perth, as well as College activities including retreats, masses and liturgies. Staff opportunities included the Lenten Program and retreats including twilight spirituality retreats and the System Conference. Parents and the community were invited and welcomed at the Mass for Youth held twice a term at the Cathedral and at weekly masses held at the College.</p> | <p><b>Nurture Our Catholic Society</b></p> <ul style="list-style-type: none"> <li>To ensure formation opportunities for the school learning community through meaningful embedding and exploration of CPVs.</li> </ul> <p><b>Measure of success</b></p> <p>Programs have the CPV embedded with explicit teaching strategies that enrich student learning and promote articulated connections between content, CPV and learning experiences.</p> |



| Key improvements achieved this year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Key Improvements for 2020                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p><b>Improve Learning</b><br/> <b>Annual Improvement Plan Goals for Learning were:</b></p> <ul style="list-style-type: none"> <li>To develop guaranteed and viable curriculum.</li> <li>To ensure the learning experience is engaging and differentiated.</li> </ul> <p><b>Measure of Success</b></p> <p>Common moderation will occur across Years 7-10. Collaborative marking, planning and reflection in Stage 6. There is a clear record of formative assessment data. Learning intentions derived from the outcomes frame programming and are visible. Success Criteria will form the basis of marking criteria including self and peer assessment and teacher judgement of the evidence of learning. Student growth is evident across school data sets.</p> <p>The Worthwhile Lesson Framework embedded in all lesson sequences and planning. Students can communicate what, how and why they are learning and how they can move their learning forward. This data is gathered through the undertaking of regular Learning Walks. Students can demonstrate success through varied opportunities.</p> <p><b>Reflection</b></p> <p>Significant improvement in student and teacher learning was observed. Students were increasingly able to articulate what they were learning and why. They are able to use success criteria to move their learning forward. This was clearly shown in the Student Led Conferences.</p> <p>Staff have worked in their KLAs to undertake common moderation so that each teacher clearly knows the standard students are working towards and can use the tasks as formative assessment to improve learning for all. Growth has occurred in NAPLAN and it was pleasing to see students who had participated in the Leveled Literacy Intervention strategy growing in all areas of NAPLAN. In the HSC, ATARs were strong and 13 Band 6 results were achieved.</p> | <p><b>Improve Learning</b><br/> <b>The Annual Improvement Plan Goal for Learning is:</b></p> <ul style="list-style-type: none"> <li>To strengthen the guaranteed and viable curriculum to ensure engaging differentiated learning experiences.</li> </ul> <p><b>Measures of Success</b></p> <ul style="list-style-type: none"> <li>The Worthwhile Lesson Framework is embedded in all learning sequences and planning.</li> <li>Gradual Release of Responsibility drives pedagogical practice .</li> <li>Accurate and relevant recording of assessment data across all classes.</li> <li>A rich learning task anchors every lesson.</li> </ul> |



| Key improvements achieved this year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Key Improvements for 2020                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><b>Lead Learning</b><br/> <b>The Annual Improvement Plan Goal for Learning was:</b></p> <ul style="list-style-type: none"> <li>To foster collaborative Professional Learning Teams that authentically engage with learning.</li> </ul> <p><b>Measure of Success</b></p> <p>The whole school community sees themselves as learner leaders. Teacher teams work through cycles of inquiry to identify and progress learning opportunities and achievement forward.</p> <p><b>Reflection</b></p> <p>The Collaborative marking cycle of student work led to an increase in staff collaboration. The data collected was used to inform the next steps in the learning process. The Student Led Conferences allowed students to be learner leaders with their learning at the centre. These conferences allowed for increased parent involvement in the learning process.</p> <p>Leadership training for the Leadership Team, Leaders of Learning and Pastoral Academic Care Leaders was facilitated by Catherine Jackson, adding clarity to the leadership role. This will continue into 2020.</p> <p>Emerging and Current Leaders were supported to attend a leadership course run by QELI. This course involved participants taking part in an improvement project within the school to enhance their leadership.</p> | <p><b>Lead Learning</b><br/> <b>The Annual Improvement Plan Goal for Lead Learning is:</b></p> <ul style="list-style-type: none"> <li>Professional Learning Teams authentically engage with learning.</li> </ul> <p><b>Measures of Success</b></p> <ul style="list-style-type: none"> <li>Teacher learner teams, both formally and informally organised, work through cycles of inquiry to identify and progress forward learning opportunities and achievement</li> <li>Student voice is proactively sought to inform learning opportunities</li> </ul> <p>O'Connor Catholic College will continue to foster opportunities for leadership for the whole community including work with College coach, Catherine Jackson, revamping the SRC to include student voice in learning and working with emerging leaders.</p> |



| Key improvements achieved this year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Key Improvements for 2020                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><b>Sustain Our People</b><br/> <b>The Annual Improvement Plan Goal was:</b></p> <ul style="list-style-type: none"> <li>To ensure pastoral academic care supports the learning community to succeed.</li> </ul> <p><b>Measure of Success</b></p> <p>Students, parents and teachers are involved in regular learning; faith, academic and wellbeing conversations that articulate, plan and reflect upon learning goals. The CSO Pastoral Care and Wellbeing Strategy informs PAC at the College.</p> <p><b>Reflection</b></p> <p>As part of the Catholic Schools Office plan for staff wellbeing, a successful System Conference was held in June at Tamworth. The focus of this two day conference was wellbeing and served as a launchpad for a whole staff approach to wellbeing. As part of staff learning, a wellbeing whole staff initiative is held every term where staff have time to participate in a number of different wellbeing activities including art, meditation and tai chi.</p> <p>Opportunities to grow capabilities of staff were offered through comprehensive and planned professional learning as well as leadership opportunities.</p> | <p><b>Sustain Our People</b><br/> <b>The Annual Improvement Plan Goal is:</b></p> <ul style="list-style-type: none"> <li>To nurture the College as a Catholic Collaborative Learning Community through pastoral academic care.</li> </ul> <p><b>Measure of Success</b></p> <p>The CSO Pastoral Care and Wellbeing Strategy informs PAC at O'Connor and is visible.</p> <p>The College will continue to support the school community through a focused plan for wellbeing. The teaching load of the Leader of Learning (Wellbeing and Pastoral Academic Care) will be reduced and a Wellbeing Officer, supported by the Catholic Schools Office, will be employed.</p> |



| Key improvements achieved this year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Key Improvements for 2020                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p><b>Create the Right Environment</b><br/> <b>The Annual Improvement Plan Goals were:</b></p> <ul style="list-style-type: none"> <li>To ensure the learning experience is engaging and differentiated.</li> <li>To ensure pastoral academic care supports the learning community to succeed.</li> </ul> <p><b>Measure of Success</b></p> <p>The Worthwhile Lesson Framework is embedded in all lesson sequences and planning. Students can communicate what, how and why they are learning and how they can move their learning forward. This data is gathered through the undertaking of regular Learning Walks. Students can demonstrate success through varied opportunities.</p> <p>Students, parents and teachers are involved in regular learning; faith, academic and wellbeing conversations that articulate, plan and reflect upon learning goals. The CSO Pastoral Care and Wellbeing Strategy informs PAC at O'Connor.</p> <p><b>Reflection</b></p> <p>The learning environment is vital and the Vision and Mission Statement of the College includes the statement 'We believe that everyone can learn, not at the same time or in the same way and we create learning opportunities for everyone'. This means the learning environment needs to be safe and supportive , whilst at the same time, challenging everyone to do their best. As stated earlier, significant improvement has been seen in student and teacher learning. Students are increasingly able to articulate what they are learning and why. They can use success criteria to move their learning forward. This was clearly shown in the Student Led Conferences. By increasing student voice the right environment for learning is more authentic.</p> | <p><b>Create the Right Environment</b><br/> <b>The Annual Improvement Plan Goals are:</b></p> <ul style="list-style-type: none"> <li>To strengthen the guaranteed and viable curriculum to ensure engaging differentiated learning experiences.</li> <li>Professional Learning Teams authentically engage with learning.</li> <li>Professional learning creating expectations for a positive learning environment will be co-constructed and implemented across the school.</li> </ul> <p><b>Measures of Success</b></p> <ul style="list-style-type: none"> <li>The Worthwhile Lesson Framework is embedded in all learning sequences and planning.</li> <li>Gradual Release of Responsibility drives pedagogical practice.</li> <li>Accurate and relevant recording of assessment data across all classes.</li> <li>A rich learning task anchors every lesson.</li> <li>Teacher learner teams, both formally and informally organised, work through cycles of inquiry to identify and progress forward learning opportunities, and achievement.</li> <li>Student voice is proactively sought to inform learning opportunities.</li> </ul> |

## 6.0 Financial Information

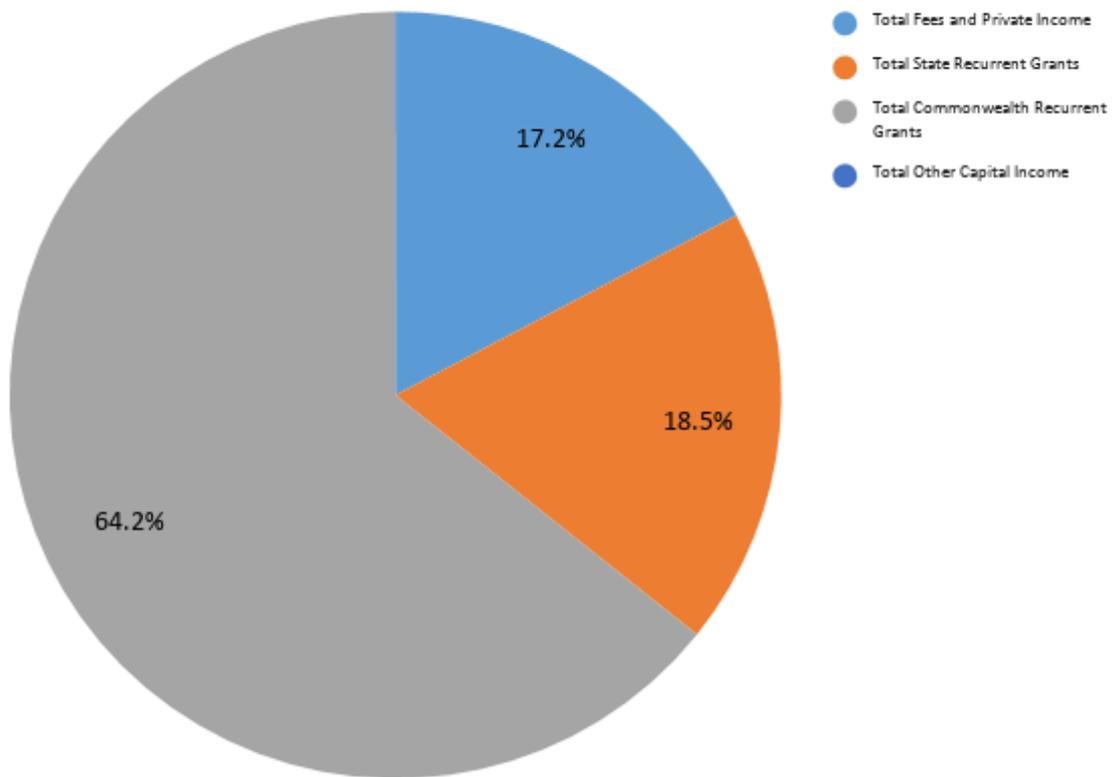
Catholic schools are accountable for all monies received. Each year, the Diocese of Armidale Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools, K-10 schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.



A visual summary of the income and expenditure reported to the Commonwealth Government for 2019 is presented below:



2019 Income - O'Connor Catholic College, Armidale



2019 Expenditure - O'Connor Catholic College, Armidale

