

# Annual School Report 2021 School Year

O'Connor Catholic College, Armidale



39 Kirkwood Street  
Armidale NSW 2350

Phone 02 6772 1666

Web <http://oconnor.nsw.edu.au>

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 2022 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](#).



## **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.

The year started with a strong sense of recovery from a very disrupted year of 2020. The delta variant of the COVID-19 virus impacted Semester 2 resulting in a lockdown of the College and disruption to at school learning. Learning from 2020, we were able to move to connected learning at home with agility and confidence. The focus on student and staff wellbeing was paramount during this time, as well as when students returned to face to face learning. HSC 2021 was delayed resulting in an increased level of support and care for HSC students to complete their final year. Our vision continued to be at the forefront of everything we did during this time. This 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 the world. We believe that everyone can learn, not at the same time or in the same way and we create learning opportunities for everyone.

Regina Menz  
Principal

### **1.2 A Parent Message**

The O'Connor Catholic College School Advisory Council (SAC) held four regular meetings during 2021.

During the year the formal reporting functions of the Parents and Teachers Committee continued to be amalgamated temporarily into SAC meetings due to the enforced P&F inactivity occasioned by the state imposed restrictions on gatherings during the COVID-19 pandemic. SAC meetings also transitioned to Zoom mode for much of the period of the pandemic.

The SAC was pleased to receive reports on and to provide feedback, advice and suggestions in a variety of areas:

- The O'Connor Catholic College Annual Improvement Plan
- Impact and arrangements for coping with COVID-19 issues
- Marketing
- Team building
- Literacy and numeracy development
- Student Representative Council development
- Communications with stakeholders
- Transitioning the student-led conferencing system
- Monitoring the school budget and finances
- Ongoing debriefing on progress with Master Plan infrastructure upgrades, additions and replacement
- Numbers of students enrolling and transferring
- Updates on various staffing matters and refurbishment and repair projects
- Parish business

Looking to the future, in addition to the above, the SAC is likely to be consulted on changes to the school uniform. Anticipation is mounting as the SAC, staff and students await completion of work under the Master Plan, which is expected during 2022, resulting in significant improvement in the facilities available to students, staff and by extension the community.

In the new school year, the SAC will also welcome the incoming new Principal of O'Connor Catholic College, whose appointment is still a work in progress at the time of writing this report.



This brings me to the sad fact that current Principal, Mrs Menz, is moving on from O'Connor after five years, during which time she has wrought huge positive change. Her drive, vision, knowledge and commitment have, in a relatively short period and despite the massive challenges of drought, bushfires and pandemic, brought O'Connor into the forefront of high school education in Armidale and the diocese. We wish her the very best of good fortune in her future position with the CSO. She will be a hard act to follow at O'Connor.

The past few years have been challenging for O'Connor and the sector. Following the already considerable difficulties resulting from extended drought and unusually extensive bushfire conflagrations, the advent and duration of the COVID-19 pandemic and its associated restrictions have had far-reaching and profound effects on staff, students, families, communities, the local and national economies and the nation as a whole. The staff at O'Connor have responded to these challenges constructively and determinedly, devising, often at short notice, effective means of delivering the curriculum online while still treating students as individuals and putting aside justified concerns for their own exposure to the virus for the good of the school community. The leadership and commitment of the Principal and senior staff in this process have been of the highest quality.

The business conducted by the SAC continues to be wide-ranging and substantial in nature. The relationship between the community and co-opted members and the staff members of the SAC is one of trust, mutual respect and honesty, all serving the school well.

Due to sound management of funds and increased enrolments, and despite the effects of the pandemic, O'Connor is in a healthy financial position.

2021 has been a fine year for O'Connor and the SAC looks forward to continuing its active support of the school in its future development.

Dr Vernon Crew  
Chairperson  
School Advisory Board

## **2.0 This Catholic College**

### **2.1 The College Community**

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

Last year the College celebrated 47 years of Catholic education.

The parish priest, Rev Father Roel J 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.

As in 2020, Catholic Life and Religious Education were affected by COVID-19 to various degrees. Students in Years 7 to Year 10 were able to learn through the diocesan curriculum in Catholic Studies. This included times of remote learning that were largely enabled by an asynchronous timetable and the ICT platforms of Google Classroom and Compass. Students in Years 11 and 12 had a similar experience in Studies in Catholic Thought and Studies of Religion I and II. Despite the inconveniences there were some pleasing results especially in Studies of Religion I. Studies in Catholic Thought continues to increase in numbers and is increasingly seen as a viable and creditable course of study. The prayer and liturgical life of the College continued to be a focal point for the community. A strong relationship with the Sts Mary and Joseph Cathedral Parish and the parish priest, Father Roel, continues. Weekly Mass was celebrated in De La Salle College and innovative ways to maintain prayer services such as Naidoc Week, Founders Day and Anzac Day due to COVID restrictions meant that these traditions could continue. Especially notable in 2021 was the unveiling and blessing by



Bishop Kennedy of a beautiful statue of Angela Merici. Again, innovation in regard to the staging of this event was required but it was a memorable ceremony that was streamed live to the Ursuline community. Daily prayer in Pastoral and Academic Care remains a reverent and appreciative way to start all school days.

Community service opportunities were again impacted by restrictions to the College's access to the community but a continued commitment to Caritas and Catholic Missions saw awareness raised regarding the Catholic teachings on social justice and of the work of these Catholic charities. Charitable donations were made by the community to these organisations with money being raised at some fun-filled occasions including the Paupers Banquet and The Big Handball Shoot-out. The O'Connor Vinnies Chapter was active in difficult times with charitable work and donations for the Winter and Christmas Appeals. The College Zonta group also were able to maintain their social justice work in 2021.

O'Connor maintained a retreat program thanks to the resilience of the Youth Ministers. Junior years were treated to retreat days at the Showground, while Year 11 enjoyed a wonderful day of prayer and reflection at Echidna Gully. Youth Group was conducted on Friday afternoons and was very much enjoyed by all those who participated.

Faith formation opportunities for staff were available through a great PD day run by the Lasallians led by Brother Peter at Echidna Gully, Twilight Retreats and a wonderful Lenten program led by staff member Denise Fittler.

## 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 2021	TOTAL 2020
<b>Male</b>	42	50	54	34	34	23	237	258
<b>Female</b>	51	53	57	44	36	40	281	284
<b>Totals</b>	93	103	111	78	70	63	518	542

## 2.4 Student Attendance

The average student attendance rate for the College during 2021 is shown in the following table.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	All Years
Average Student Attendance Rates	92%	89%	90%	88%	90%	91%	90%

### 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 for 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 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.

The average student attendance rate for the College during 2021 is shown in the following table.

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>	<b>All Years</b>
<b>Average Student Attendance Rates</b>	92.0%	89.0%	89.0%	86.0%	89.0%	90.0%	89.2%

### **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 System Performance Leader 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 NESAs Teacher Accreditation Provisional or Conditional level.	5
2.	Those teachers at the NESAs Teacher Accreditation Proficient level.	48
3.	Those teachers at the NESAs Teacher Accreditation Highly Accomplished level.	0
4.	Those teachers at the NESAs Teacher Accreditation Lead level.	0
5.	Teachers with recognised qualifications to teach Religious Education.	23
6.	Number of staff identifying as Indigenous employed at the College.	3
7.	Total number of non-teaching staff employed at the College.	25

## 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:

- Implementation of 'Living Well, Learning Well' a Student Support Framework for the Diocese of Armidale. Central to Living Well Learning Well is 'a universal and unconditional positive regard for children and young people, and a high regard for the collective capacity of a school staff team to increase learning, well-being and life-opportunity outcomes for children and young people' focused on an ethos of care with a holistic approach to student well-being, Living Well Learning Well is a model for strong learning community.
- Focus of the College centred on three rules for living and learning
  - I am safe.
  - I am valued, respected and cared for.
  - I am a learner.
- Working with staff and students as to what this looked like in day to day learning to set up great conditions for learning in the classroom and the playground.



## 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 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 rated the highest level of satisfaction for in order from top (most positive) to bottom:

I would recommend this school to others

The school is a safe place for my child

This school is well maintained e.g. clean, buildings painted etc

Catholic religious identity is a high priority in the school

I can make contact with my child's teacher or other staff easily

Overall I am satisfied with the education our child/ren receive at this school

The school communicates clearly that it has high expectations for students

The school responds quickly to my concerns

The staff at this school take an interest in my child

For all statements parents rated the lowest level of satisfaction for in order from bottom (least satisfaction):

Due to COVID-19, teachers organised Student-Led Conferencing with parents both via Zoom and face-to-face.

### 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 students rated the level of satisfaction for (Top is most satisfied to bottom):





I regularly use technology at my school

I am encouraged to care for others

I feel safe at this school

All of my teachers encourage me to do my best

I would recommend this school to others

My school encourages me to be a good community member

This school celebrates student achievements

I feel accepted by other students at this school

I like being at this school

My school gives me opportunities to do interesting activities

My teacher suggests ways to improve my learning

My teachers care about me

My teachers tell us what we are learning and why

Remote learning has helped deepen my understanding of how I learn.

The school Principal and other leaders in the school are approachable

I receive feedback from my teacher to improve my learning

My teacher help me to set specific targets to improve my learning

My teachers try to make lessons interesting

Religious Education is taught well at the school

Staff, students and parents are actively involved in the religious life of the

The school helps me to be more involved in prayer

My school takes students' opinions seriously

I feel like my voice is valued

The homework we do helps me learn

### **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 staff rated the highest level of satisfaction for in order from top (most positive) to bottom:

We felt supported and well organised through the remote learning period

I would recommend this school to others

This school celebrates student achievements

Catholic religious identity is a high priority in this school

I am provided with opportunities to improve my teaching practice

I get a lot of satisfaction from working in this school

I have opportunities to enhance my students' learning through the use of

I have the resources I need to do my job

I participate in professional learning conversations

School leaders at this school know me as a person and support my wellbeing

For all statements teachers rated the lowest level of satisfaction for in order from bottom (least satisfaction):

There is good balance in time allocation for curriculum delivery

Change initiatives are well managed at this school

The Pastoral Care policy and behaviour management processes are known

The school manages behaviour incidents well

The school's Agreed Practices on curriculum, assessment and learning are

The school's curriculum includes a strong focus on the development of cr

All students, particularly high-achieving students, are appropriately engaged

There is adequate time for staff to gather and analyse information about

During whole staff meetings, staff reflected on the following questions:

- How are we going?
- How do we know?
- Where to next?

### **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 is accredited by NESA to issue the RoSA (Record of School Achievement) and the Higher School Certificate (HSC).

**Year 7**



Maths, English, Science, HSIE (History and Geography), PDHPE, Religion, French, Music, and Visual Arts (one semester each), TAS (Rotations of Coding, Electronics, Food Technology, Agriculture Technology)

#### **Year 8**

Maths, English, Science, HSIE (History and Geography), PDHPE, Religion, French, Music, and Visual Arts (one semester each), TAS (Rotations of Robotics, Wood Technology, Textiles, Food Technology, Engineering)

#### **Year 9**

Maths, English, Science, HSIE (History and Geography), PDHPE, Religion

**Electives:** Design and Technology, Visual Arts, PASS, Drama, Music, Commerce, iSTEM, Food Technology, Agriculture

#### **Year 10**

Maths, English, Science, HSIE (History and Geography), PDHPE, Religion

**Electives:** Design and Technology, Food Technology, Agriculture, French, Child Studies, Music, iSTEM, PASS, Textiles, Visual Arts

#### **Year 11**

English Advanced, English Standard, English Studies, English Extension 1, Mathematics Advanced, Mathematics Standard, Mathematics Extension 1, Visual Arts, Biology, Physics, Construction (VET), Business Services (VET), PDHPE, Hospitality (VET), Primary Industries (VET), Textiles, Engineering, Business Studies, Chemistry, Ancient History, Design and Technology, Legal Studies, Community and Family Studies, Agriculture, Studies of Religion 1 unit, Studies of Religion 2 unit, Studies in Catholic Thought (1 unit), Music, Sport Lifestyle and Recreation (SLR)

#### **Year 12**

English Advanced, English Standard, English Studies, English Extension 1, English Extension 2, Mathematics Advanced, Mathematics Standard, Mathematics Extension 1, Mathematics Extension 2, Visual Arts, Biology, Physics, Construction (VET), Business Services (VET), PDHPE, Hospitality (VET), Primary Industries (VET), Textiles, Engineering, Business Studies, Chemistry, Ancient History, Design and Technology, Legal Studies, Community and Family Studies, Agriculture, Studies on Religion 1 unit, Studies of Religion 2 unit, Studies in Catholic Thought (1 unit), Music, Sport Lifestyle and Recreation (SLR).

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 undertake eVET and SBAT opportunities and are supported in these endeavours by the College and local community.

#### **Extra Curricular Activities**

Due to COVID-19, opportunities for students to undertake extra curricular activities were limited. However, as a way for students to maintain their sense of belonging and develop leadership skills, daily challenges were posted through the school's remote learning access.

## **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, 91 students presented for the tests while in Year 9 there were 107 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	State	School	State	School	State	School	State	School	State	School
<b>Reading</b>	9.6	4.5	20.6	7.9	26.9	38.2	24.5	24.7	11.7	14.6	4.6	7.9
<b>Writing</b>	5.0	4.5	19.2	7.9	24.9	38.2	27.4	24.7	14.5	14.6	4.3	7.9
<b>Spelling</b>	11.6	5.7	23.3	9.2	31.8	40.2	18.3	23.0	8.8	10.3	3.8	1.1
<b>Grammar and Punctuation</b>	10.7	1.1	17.4	18.4	21.7	25.3	25.9	26.4	12.0	17.2	6.1	3.4
<b>Numeracy</b>	14.2	3.5	19.4	14.0	25.9	25.6	20.8	38.4	10.8	12.8	4.5	4.7

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	State	School	State	School	State	School	State	School	State	School
<b>Reading</b>	7.5	4.8	17.5	21.2	26.4	25.0	24.9	24.0	14.8	13.5	7.1	8.7
<b>Writing</b>	5.0	4.9	10.3	2.9	26.5	31.1	24.8	18.4	19.7	19.4	8.6	12.6
<b>Spelling</b>	6.5	3.8	18.9	12.5	30.6	25.0	23.4	27.9	13.4	20.2	5.5	3.8
<b>Grammar and Punctuation</b>	9.0	6.7	14.7	17.3	27.0	22.1	24.1	18.3	14.9	24.0	7.5	3.8
<b>Numeracy</b>	11.0	2.0	15.4	12.0	28.7	38.0	28.2	28.0	13.6	15.0	2.9	5.0



### 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>					
	2019		2020		2021	
	<b>School</b>	State	<b>School</b>	State	<b>School</b>	State
<b>Studies of Religion 1</b>	57%	58%	61%	58%	71%	69%
<b>English Standard</b>	50%	37%	45%	69%	59%	58%
<b>English Advanced</b>	92%	94%	100%	97%	75%	93%
<b>Mathematics Standard 2</b>	47%	37%	77%	53%	41%	79%
<b>Mathematics</b>	69%	64%	83%	68%	83%	51%

In these subjects, our students average were above state averages:

- Hospitality Examination (Kitchen Operations)
- Mathematics Standard 1 Examination 2 unit
- Agriculture 2 unit
- Construction Examination 2 unit
- Primary Industries Examination 2 unit
- Business Services Examination 2 unit
- Music 1 2 unit
- Science Extension 1 unit

Number of courses achieving a Band 5/6: 20

% of courses achieving a Band 5/6: 80%

Extension Courses achieving E3/E4 - 4

Results show that the school is consistently just below state averages (Graph 1). It also shows that students, on average, achieve marks that are typically below the expected results from similar students, based on NAPLAN results (Graph 4).

#### Strategies Implemented

Each teacher completes a detailed course report using RAP and DeCourcy data. They look for areas to improve, working together with other teachers. Students are counselled on the most appropriate course for each of them with the numbers in future years increasing in subjects like Mathematics Standard 1, English Studies and Studies in Catholic Thought.

In 2021 the number of students issued with a RoSA	25
---------------------------------------------------	----

### 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, 2021</b>	% of students undertaking vocational training or training in a trade during the senior years of schooling.	39%
	% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification.	98%

### 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, 2021 Graduating Class</b>	<b>University</b>	<b>TAFE / Other institutions</b>	<b>Workforce entry</b>	<b>Destination not reported</b>
	70%	5%	15%	10%

### 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 2021 was 82%.

## 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 2021 were:

<b>Staff Professional Learning Activity</b>	<b>Date</b>	<b>Presenter</b>
Learning - DeCourcy Analysis	10/03/2021	Regina Menz
Where to in 2022? Strategic Planning for school improvement	12/07/2021	Regina Menz
Vision - School, KLA, Year, PLP	28/01/2021	Regina Menz
Reflective Practice	16/12/2021	Regina Menz
Reflective Practice	17/12/2021	Regina Menz



School & System Regulatory Compliance	27/01/2021	Regina Menz
---------------------------------------	------------	-------------

## 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](#) and the Armidale Catholic Schools Office [website](#).

### 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 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](#) 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](#) 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 of Armidale. 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](#), 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](#) 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 System Performance Leader.



Key Goals Achieved and Implemented in 2021	Key Goals for 2022
<p><b>Faith - An authentic Catholic Community of Care</b> We have a shared ethical purpose and collective responsibility for improving student learning and wellbeing. Make our Catholic Faith the source of our commitment.</p> <p><b>Measures of success</b> Using Living Well Learning Well centred on the Catholic ethos of care, there is a growing awareness and understanding of the holistic approach to wellbeing. Chronicles are focused on the three rules for living</p> <ul style="list-style-type: none"> <li>• I am safe.</li> <li>• I am valued, respected and cared for.</li> <li>• I am a learner.</li> </ul> <p>A very successful staff formation day was run by the LaSallian Spirituality team in June to build and enhance staff understanding of our Catholic faith.</p> <p><b>Learning - Great Learning and Teaching</b> All students are our students as we strive to move the learning forward. Five great lessons everyday.</p> <p><b>Measures of Success</b> Writing focus - The introduction of the Literacy coach has improved the focus on writing across the curriculum. Teachers are co-teaching with the literacy coach and undergoing professional learning to build their confidence and skills in teaching writing.</p> <p>Data Literacy - our work in Pastoral Academic Care teams throughout the Professional Learning Time to build and use active data walls has increased staff data literacy and use of data. This will continue to be a focus area for 2022.</p> <p>Worthwhile Lesson Framework was used as part of our Collaborative Lesson Observation and Feedback sessions in Terms 2 and 4. This allowed teachers to get feedback around the different components of the worthwhile lesson to improve ways to improve pedagogy and learning.</p> <p><b>Collaboration - Strong Teams</b> Our professional learning community (students, staff, parents) authentically focuses on and commits to improvement.</p> <p><b>Measures of Success</b> All work at O'Connor occurs in teams to build capacity and collaborative professionalism.</p>	<p><b>Faith - An authentic Catholic Community of Care</b> Our Catholic Faith is the source of our commitment to knowing and caring for our community, students, staff and families.</p> <p><b>Measures of Success</b></p> <ul style="list-style-type: none"> <li>• Growing understanding of Aboriginal and Torres Strait Islander culture leading to embedding indigenous perspectives in programs.</li> <li>• Faith formation and wellbeing opportunities for staff available and meet the needs of staff</li> <li>• Embedding the language of Living Well Learning Well in our interactions with our community representing a holistic approach to the care of our students and their families.</li> </ul> <p><b>Learning - Great Learning and Teaching</b> All students are our students as we strive to move the learning forward. Five great lessons everyday.</p> <p><b>Measures of Success</b></p> <ul style="list-style-type: none"> <li>• Writing strategies are embedded and used by teachers across KLAs</li> <li>• Data used to inform and differentiate the learning for all students.</li> <li>• A growing awareness of, and use of the data ecosystem to enhance learning and evaluate progress</li> <li>• Through the use of the Worthwhile Lesson Framework increased knowledge of and capacity to implement evidence based practices in positive, purposeful learning environments.</li> <li>• Personal Plans (SWD) and Personal Learning Plans (ATSI) are embedded on Compass and regularly referred to and used by staff</li> </ul> <p><b>Collaboration - Strong Teams</b> All work is done in strong teams, each with a clear focus.</p> <p><b>Measures of Success</b></p> <ul style="list-style-type: none"> <li>• Collaborative professionalism is embedded.</li> <li>• All staff, teachers and leaders have a Performance, Growth and Development plan</li> <li>• Student, staff, teacher, and leadership voice is sought, considered and responded to</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

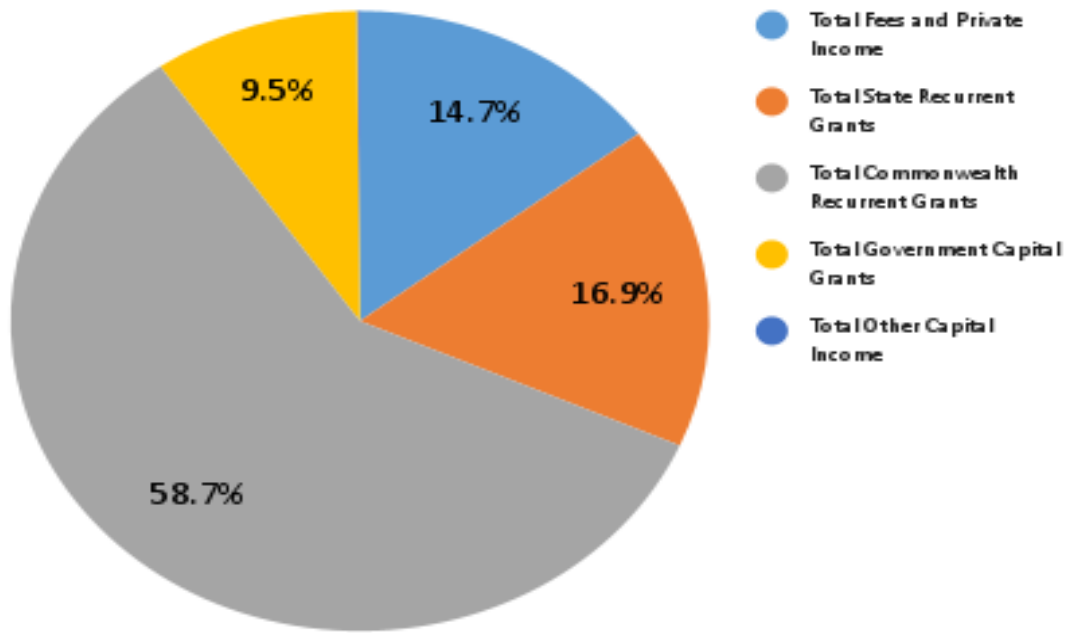


expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2021 is presented below:



### 2021 Income - O'Connor Catholic College, Armidale



### 2021 Expenditure - O'Connor Catholic College, Armidale

