

Annual School Report 2018 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 to the College Community* for this year provides the College community with fair, reliable and objective information about College performance measures and policies, as determined by the Minister for Education.

The *Report* also outlines to the College community information about initiatives and developments of major interest and importance and the achievements arising from the implementation of the College Improvement Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and College community and the Catholic Schools Office (CSO). This *Report* has been approved by the CSO which monitors school processes to ensure compliance with all NESA requirements for Registration.

This *Report* complements and is supplementary to College newsletters, and other regular communications. The *Report* is available on the College's and CSO's website by 30 June 2019 following its submission to NESA.

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

Further information about the College or this *Report* may be obtained by contacting the College on 02 6772 1666 or by visiting the website at 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.

The primary purpose of O'Connor Catholic College is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. O'Connor Catholic College offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our vision is a faith filled community working collaboratively to enhance the 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.

In order to support this we have invested significantly in our staff and our environment to create learning environments that are engaging and differentiated. Through our increasing enrolments and our vision to increase learning choice, our elective options in both Stage 5 and 6 have increased significantly. In 2018 for Stage 6 students, we offered the new Extension Science, as well as Extension 1 and 2 English and Mathematics, Extension Music and Extension History. This allows students to extend their learning into an area they are passionate about.

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

Regina Menz
Principal

1.2 A Parent Message

The School Advisory Council held three meetings during 2018. This was the first full school year in which the School Advisory Council operated under refreshed guidelines from the Catholic Schools Office and the opportunity was taken at the beginning of the year to also refresh procedures and business papers for meetings.

Given that this year was the first year the the Council operated in its current form and was finding its way in terms of how best to support the Principal and the College, it was pleasing to see the list of topics covered that the Council was able to contribute well to both teaching and learning and various corporate functions of the College. Some of these topics included: introduction of new administration systems, academic and pastoral culture and emphasis at O'Connor, monitoring the College budget and finances, consultation on the Master Plan for upgrading and replacing College infrastructure, school communications with parents, students and the wider community and suggestions for utilising temporary additional funding.

Mr 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 Ss Mary and Joseph's Parish which serves the communities of Uralla, Guyra, Glen Innes, Armidale, from which the School families are drawn.

Last year the College celebrated 43 years of Catholic education.

The parish priest Fr Francis Afu 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.

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 Christm Mass and the Feast of the Assumption. Year 11 made the pilgrimage to the Cathedral for Ash Wednesday and College Captains, celebrated by the Bishop, attended the Cathedral for Catholic Schools Week. O'Connor students provided the music for this mass. All students had the opportunity for reconciliation before Easter thanks to Father Francis organising a number of the clergy from around the diocese. Prayer services for School Captains, Holy Thursday, ANZAC Day, Founders Day, St Vincent de Paul Winter and Christmas Appeals have become traditional ceremonies. The Chapel band known as the "Beatitudes" was formed in 2017 under the direction of music teacher Melita Roach and has greatly improved participation in hymns by providing modern and relevant liturgical music. In 2018 the school in conjunction with Lasallian Youth Services employed Isaac Selvey to work with Olivia Moore Lasallian Youth Ministers to assist with the faith life of the College.

Apart from prayer and faith formation embedded in the curriculum, students in each year group attend a reflection day(s) once a year. In 2017, Year 11 visited Sydney which included visits to St Canice in Sydney where Father Chris spoke to students on issues of social justice. Students were also able to attend mass at St Mary's Cathedral. Prayer is an integral part of morning pastoral and is systematic in terms as being printed on the morning messages. There is a Catholic youth group that meets after school on Friday's. Staff participate in prayer before meetings, attend a Staff Religious Education day (Core Catholic Values and Principles) and have the opportunity to attend Diocesan run retreat days. There is also a staff Lenten group that meet on Thursday mornings at 8.00am during Lent. The Diocesan Spiritual Renewal Team conducted a staff twilight retreat at school in Term 4.

Social Justice forms an integral part of the curriculum, with each year 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 appeal. O'Connor participates in the Caritas, Project Compassion each year. The "Paupers Banquet" is the major fund raiser for this. Students visit the elderly at Autumn Lodge on Fridays and cater for 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 2018	TOTAL 2017
Male	44	62	36	41	34	29	246	249
Female	54	53	44	56	46	29	282	261

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 day and rolls are checked each week by the principal or their delegate. The school 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, students and their parents meet with the principal to discuss the leave request.

The average student attendance rate for the College during 2018 is shown in the following table.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	All Years
Average Student Attendance Rates	89.0%	88.0%	87.0%	85.0%	84.0%	77.0%	85.0%

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 nonattendance 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.	1
2. Those teachers at the NESA Teacher Accreditation Proficient level.	47
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.	1
7. Total number of non-teaching staff employed at the College.	13

2.6 Initiatives Promoting Respect and Responsibility

The College 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 College and the local community.

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



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

Students also participate in environmental projects such as Clean Up Australia Day, Tree Planting and 'Speak 4 the Planet' Competition.

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 of its schools in the Diocese. Below are some results of the parent survey for O'Connor.

In summary the satisfaction was scored as follows:

Strongly Disagree -0, Disagree -1, Agree -2, Strongly Agree -3

For all statements parents average rank was 2 - 3. The highest level of satisfaction was for I would recommend this school to others

The school communicates clearly that is has high expectations for student attendance, engagement and outcomes

The school manages behaviour incidents well

The school's reporting processes give me a good understanding of my child's progress and areas for improvement

The school celebrates student achievements.

Communication between the home and school is effective.

The school is well maintained

Student Satisfaction

In summary the satisfaction was scored as follows:

Strongly Disagree -0, Disagree -1, Agree -2, Strongly Agree -3

For all statements students average rank was 2 - 3.

The highest level of satisfaction from the students was for

I feel safe and like being at this school

All 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

My school gives me opportunities to do interesting activities

I regularly use technology at my school

I am encouraged to care for others

This school celebrate student achievements



Staff Satisfaction

In summary the satisfaction was scored as follows:

Strongly Disagree -0, Disagree -1, Agree -2, Strongly Agree -3

For all statements students average rank was 2 - 3.

The highest level of satisfaction from the students was for

The school communicates clearly that it has high expectations for student attendance, engagement and outcomes.

The school has explicit, clearly communicated school-wide targets for improvement

I would recommend this school to others

I get a lot of satisfaction from working in this school

I am provided opportunities to improve my teaching practice

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

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

My school encourages a climate conducive to staff professional learning and improvement in practice

This school celebrate student achievements

3.0 Teaching and Learning

3.1 School 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 offers a broad curriculum seeking to develop the talents of all students. The curriculum follows the mandated courses determined by the NSW Education Standards Authority (NESA) as well as providing flexibility through a range of elective subjects. In keeping with the fundamental existence of the College, Religious Education is compulsory in all Years.

The College is accredited by the NESA to issue the ROSA (Record of Student Achievement) and the HSC (Higher School Certificate).

As well as providing a diverse range of subjects for students to study, the College also caters for the needs of individual students through a specialised Student Support department that incorporates enrichment and tutoring for any student who may need additional support for their learning.

Years 7 & 8-Stage 4. Students study the mandatory NESA courses: English, Mathematics, Science, History, Geography, Technology, Visual Arts, Music and PDHPE. In Year 7 students study French as the mandatory language and Religious Education is studied in each year.

Year 9 & 10-Stage 5. In addition to the mandatory courses of English, Mathematics, Science, History, Geography and PDHPE, Students may choose two elective courses to study for the two years. Courses commonly offered are: Commerce, Design and Technology, Food Technology, Visual Arts, Music, Dance, Agriculture, Textiles and Physical Activity, Sports Studies and STEM.

Years 11 & 12-Stage 6. Students prepare for the Higher School Certificate in these two years. A wide range of courses are offered, including: English to Extension 2, Mathematics to Extension 2, Physics, Chemistry, Biology, Senior Science, Modern History, Ancient History, Business Studies, Legal Studies, Studies of Religion, Catholic Studies, PDHPE, Community and Family Studies, Visual Arts, Music, Dance, Design & Technology, and Textiles. Exactly which course runs in a given year is dependent on the number of students electing each course. We also run an extensive VET program that includes the opportunity for students to gain a Level 2 Certificate in Business Services, Hospitality, Construction and Primary Industries.

If a student in Stage 5 or 6 has a strong desire to study a course that is not running at O'Connor, the course may be undertaken by Distance Education. Extra costs are involved in this. Many students are electing to do TAFE courses whilst studying for their HSC. Also Distance Education and Online Courses are also offered to cater for students with a special interest in a subject that due to numbers cannot be offered at the College.



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, 99 students presented for the tests while in Year 9 there were 78 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 is 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 workshops.

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
Reading	9.8	4.1	18.0	17.5	28.4	25.8	25.4	33.0	12.8	13.4	4.3	5.2
Writing	4.2	1.0	11.9	5.2	22.8	15.5	29.8	27.8	19.2	37.1	10.7	13.4
Spelling	12.9	4.1	21.2	23.5	27.6	24.5	21.3	27.6	10.4	11.2	5.3	4.1
Grammar and Punctuation	12.2	4.1	18.8	24.5	29.0	20.4	21.4	22.4	11.2	19.4	5.9	6.1
Numeracy	13.1	4.3	18.0	18.1	27.7	34.0	25.2	24.5	11.9	17.0	2.7	1.1

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
Reading	5.6	5.2	16.1	24.7	30.0	29.9	28.7	26.0	13.9	11.7	4.0	2.6
Writing	4.2	1.3	10.0	9.0	20.8	39.7	24.6	16.7	21.7	20.5	17.2	12.8
Spelling	8.2	2.7	18.2	18.7	28.2	30.7	23.8	28.0	12.9	14.7	7.1	1.3
Grammar and Punctuation	5.6	4.0	15.3	18.7	29.2	26.7	27.9	29.3	14.2	18.7	6.1	2.7
Numeracy	11.2	5.3	17.1	24.0	28.6	34.7	26.9	22.7	12.1	12.0	2.4	1.3



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.

	Higher School Certificate: Percentage of students in bands 4, 5, 6					
	2016		2017		2018	
	School	State	School	State	School	State
Studies of Religion 1	85%	76%	58%	81%	65%	71%
English Standard	42%	50%	70%	54%	44%	50%
English Advanced	100%	91%	73%	91%	93%	91%
General Mathematics	52%	52%	39%	50%	43%	53%
Mathematics	63%	77%	31%	74%	50%	78%

The HSC class of 2018 showed a commitment to their studies and perseverance throughout the year. Their positive attitude to learning and collaboration allowed them to focus on their goals and achieve their personal best, with 11 Band 6's and ATAR results of 95.25 and 91.65

In 2018 the number of students issued with a RoSA	4
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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

Senior Secondary Outcomes Year 12, 2018	% of students undertaking vocational training or training in a trade during the senior years of schooling.	10%
	% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

3.2.4 Post School 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.

Destination Data Year 12, 2018 Graduating Class	University	TAFE / Other institutions	Workforce entry	Destination not reported
	60%	10%	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 2018 is 63%.

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.

The College held the equivalent of five staff developments days this year with the areas of focus as follows:

Term 1	Staff Preparation Day
Term 2	Engaging and Effective Lessons and Use of Technology in the School (2 days)
Term 3	N/A
Term 4	Reflective Practice

4.0 School 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 Bishop's Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the *College's website* [occonnor.nsw.edu.au](https://www.arm.catholic.edu.au) and the Armidale Catholic Schools Office website at <https://www.arm.catholic.edu.au>

4.2 Pastoral Care Policy

Jesus Christ and his teachings are the basis of all we do at O'Connor Catholic College. Christ's teachings therefore should relate to how our staff develop student self-discipline. We believe 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. We aim to bring this about in our 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 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 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 our 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 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 our 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 our 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 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 School's 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 in 2018

Our key areas on our Annual Improvement plan for 2018 were Faith Formation, Learning and Collaboration. We continued to embed the Catholic Principles and Values in a meaningful, relevant way for our students.

In the Learning and Teaching area, we concentrated on our Worthwhile Lesson Framework. Our move to longer periods allowed for a change in the way we plan learning activities. We continued to embed the work of Lyn Sharratt's research into our learning including visible learning through learning intentions and success criteria, learning walks and collaborative lesson observation and feedback sessions.

The HSC class of 2018 achieved results showing learning growth across their years of schooling. In 2018 80% of all courses achieved results in the top 2 bands demonstrating the diverse talents of the students.

Priority Key Improvements for 2019

At O'Connor, our work is focussed on this statement. Every student growing their learning every lesson, every day, every year. Teachers working collaboratively to enhance the learning for all. High expectations for every member of our community- students, staff, and families with the right support. Finally, everyone in the community being able to talk about what they do and why they do it.

Our Annual Improvement Plan sets out our goals to achieve our vision. The goals for 2019 are:

Faith

- To ensure meaningful embedding and exploration of Catholic Principles and Values.
- To foster faith opportunities for the whole school community.

Learning

- To develop guaranteed and viable curriculum.
- To ensure the learning experience is engaging and differentiated.

Collaboration

- To ensure pastoral academic care supports the learning community to succeed
- To foster collaborative Professional Learning Teams that authentically engage with learning.

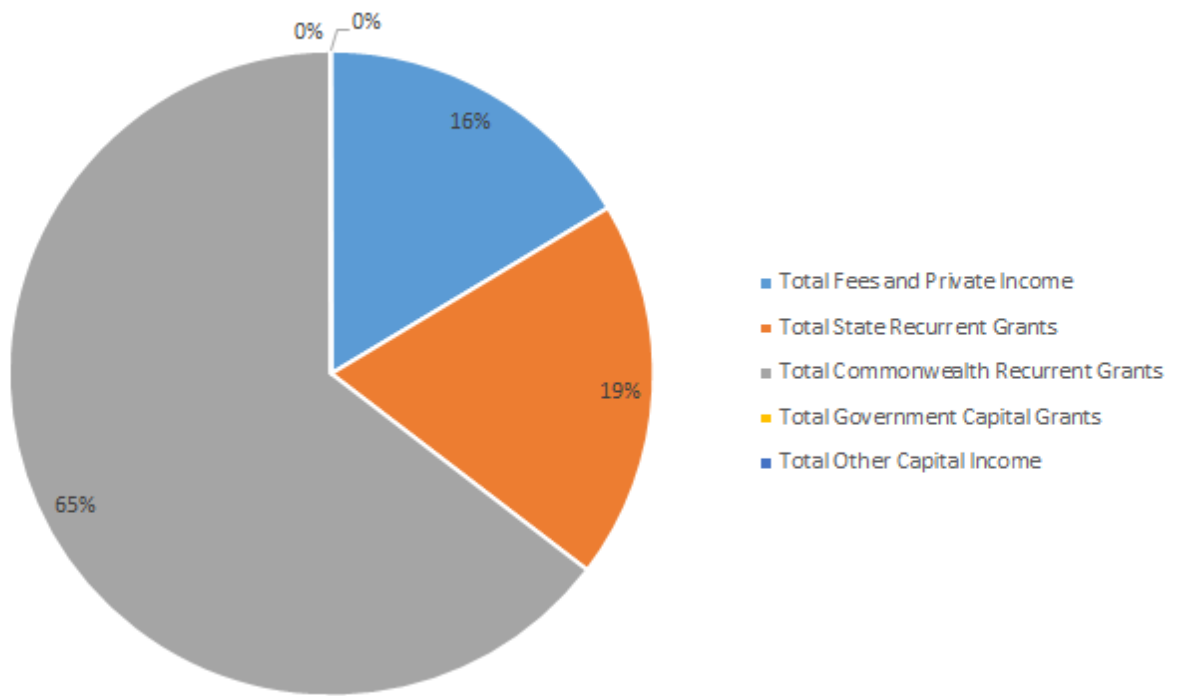
6.0 Financial Information

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 2018 is presented below:



2018 Income - O'Connor Catholic College, Armidale



2018 Expenditure - O'Connor Catholic College, Armidale

