

Annual School Report 2020 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 2021 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.

Many challenges, as well as opportunities for growth, were presented during 2020. The COVID-19 pandemic significantly impacted the school year. The move to connected learning at home at the end of Term 1 and in the first 5 weeks of Term 2 was professional and learning continued. The focus on student and staff well-being was paramount during this time, as well as when students returned to face to face learning. The vision of the College continued to be at the forefront of everything we did during this time. This 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. The College creates learning opportunities for everyone, in the knowledge that everyone can learn but not at the same time or in the same way.

Regina Menz
Principal

1.2 A Parent Message

During the year the formal reporting functions of the Parents and Teachers Committee were 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 during the pandemic.

The SAC was pleased 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 drought and bushfire issues
- Impact and arrangements for coping with COVID-19 issues
- Communications with stakeholders
- Transitioning the student progress report and student-led conferencing systems
- Commenting on changes to the curriculum
- Monitoring the school budget and finances
- Ongoing debriefing on progress with Master Plan infrastructure upgrades, additions and replacement
- Retention and attrition statistics — numbers of students enrolling and transferring
- Updates on various staffing updates and refurbishment and repair projects
- P&F functions and events

This has been an exceptionally challenging time for O'Connor. Following the already considerable difficulties resulting from extended drought and unusually extensive bushfire conflagrations, the advent of the COVID-19 pandemic had far-reaching and profound effects on staff, students, families, communities and the local and national economies. To their enormous credit, the staff of O'Connor responded to the huge challenges posed, particularly by the pandemic, in the most positive, constructive and determinedly up-beat manner possible, devising at very short notice effective means of delivering the curriculum online while still treating students as individuals, 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 was of the highest quality and a fulsome demonstration of the true vocation that they have.

The business conducted by the SAC continues to be wide-ranging and substantial in nature and therefore interesting, challenging and rewarding. The relationship between the community and co-opted members and the staff members of the SAC is one of mutual respect and honesty, serving the school well. Staff and students, always a close community at O'Connor, have if anything drawn even closer during the COVID crisis and are jointly determined that they are going to work together and do whatever it takes to get through the current difficulties and to optimise the educational outcomes for all students.

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

This has been a remarkable year for O'Connor and its SAC. We look forward to continuing our active support of the school in its future development through 2021 and beyond.

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 Armidale Parish which serves the communities of Armidale, Guyra, Uralla and Walcha, from which the College families are drawn.

Last year the College celebrated 45 years of Catholic education.

The parish priest, Father 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.

O'Connor Catholic College follows the Armidale Diocesan Religious Education Curriculum as authorised by the Bishop of Armidale, Michael Kennedy.

The parish priest, Fr Roel Llave, is fully involved in the life of the College including overseeing liturgy and religious education and contributing as an active member on the School Advisory Council.

COVID-19 restrictions affected the weekly parish Mass, usually held in the College chapel. Students attended Mass as a year group at least once a term early in Term 1. As restrictions and lock downs took place students were unable to attend Mass and the prayer life of the College was restricted to daily prayer in the morning bulletins. As restrictions eased in Term 4, students were able to attend Mass as a class group in the De La Salle Chapel. Before Christmas, Fr Roel organised a number of clergy from around the diocese to enable students to participate in the sacrament of reconciliation.

The Lasallian Youth Ministers, Brydie Hawthorne, Taryn Ramage and Eliza Clarke were very active online during COVID-19 with daily prayer and activities that maintained relationships and a continuing connection with the College. Nick Troon was able to assist with the music ministry of the College during this time. A number of liturgies were able to be conducted online including the ANZAC liturgy.

Despite restrictions and lockdowns, a modified retreat program was able to get up and running in Term 4, with Years 7, 8, 9 and 11 able to focus on prayer, connection and team building. These retreats were held at the showground and facilitated by the Lasallian Youth Mission Team.



The Diocesan Spiritual Renewal Team conducted a staff twilight retreat in Term 4 that helped make sense of a difficult year.

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. Voluntary social justice groups such as St Vincent de Paul and Zonta are active at O'Connor, organising the Society of St Vincent de Paul Winter and Christmas Appeals. O'Connor participated in the Caritas fundraiser and education program Project Compassion and Catholic Missions activities. Programs that required travel out of school or large gatherings were cancelled or modified due to COVID-19. There are plans to restore these as restrictions ease in 2021.

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 2020	TOTAL 2019
Male	52	53	42	54	29	28	258	249
Female	52	48	50	49	43	42	284	289
Totals	104	101	92	103	72	70	542	538

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, school 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 2020 is shown in the following table.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	All Years
Average Student Attendance Rates	92.0%	91.0%	88.0%	89.0%	89.0%	91.0%	90.0%

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 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.	5
2.	Those teachers at the NESA Teacher Accreditation Proficient level.	50
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.	23
6.	Number of staff identifying as Indigenous employed at the College.	3
7.	Total number of non-teaching staff employed at the College.	22

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:

As students returned to school after their period of learning at home, the Student Representative Council surveyed all students and staff. Feedback from students, parents and teachers outlined many positive and challenging aspects of Connected Learning due to COVID-19. The three main areas outlined by students that they valued during this time were independence, flexibility and trust. This feedback was taken on board and Year 12 were given the opportunity to learn at home or school one day a week. Year 12 for 2021 has been modified to allow them a day a fortnight where they may choose what, where and how they learn.

Pastoral Academic Care continues to be a priority. Every student is known and staff work with them individually to enhance their well-being and learning. This was especially important during the COVID-19 restrictions where regular check ins and Zoom catch ups were held. 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.

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 rated 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

Due to COVID-19, teachers organised Zoom Student-led Conferencing with parents (replacing the traditional Parent/Teacher interviews).

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 highest level of satisfaction for:

- feel safe at this school



- 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

In 2020 the Student Representative Council sent out a whole school survey on issues such as detention. Members of the SRC then reported this back to staff at Leaders of Learning meeting.

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:

- 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.

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

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 undertaking 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

There are no NAPLAN results to report in 2020 as a result of the decision by the Australian Government for students not to participate in the NAPLAN Assessments due to the circumstances of the Covid-19 Pandemic.

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					
	2018		2019		2020	
	School	State	School	State	School	State
Studies of Religion 1	65%	71%	57%	58%	61%	58%
English Standard	44%	50%	50%	37%	45%	69%
English Advanced	93%	91%	92%	94%	100%	97%
Mathematics Standard 2	43%	53%	47%	37%	77%	53%
Mathematics	50%	78%	69%	64%	83%	68%

HSC results for 2020 continued to show improvement as measured against state average. The number of Bands 5 and 6 increased and were achieved across many subjects. The number of students receiving ATARs in the 90s also increased, showing a pleasing move in our top students to the higher bands and, in turn, higher ATARs. In the analysis of DeCourcy data, the cohort of 2020 achieved a learning gain as typical for a school of this type. This was an improvement from 2019.

COVID-19 played a role in the HSC results with some students thriving with the opportunity for more choice in their learning and managing their time. Students were given the opportunity to learn at home or school on Thursdays. This is an initiative that will continue for Year 12 2021. Writing in the HSC continues to be an area where improvement can occur. In 2021 a literacy coach will be introduced as well as a study mentor to assist Year 12s and to enhance writing skills across the year levels, work specifically on answering questions with evidence.

In 2020 the number of students issued with a RoSA	8
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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, 2020	% of students undertaking vocational training or training in a trade during the senior years of schooling.	10%
	% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification.	99%

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.



Destination Data Year 12, 2020 Graduating Class	University	TAFE / Other institutions	Workforce entry	Destination not reported
	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 2020 was 66%.

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 2020 were:

Staff Professional Learning Activity	Date	Presenter
School & System Regulatory Compliance	28/01/2020	Regina Menz
Learning - Sharratt 14 Parameters	20/07/2020	Regina Menz
Vision - School, KLA, Year, PLP	29/01/2020	Regina Menz
Where to in 2021? Strategic Planning for school improvement	12/10/2020	Regina Menz
Reflective Practice	17/12/2020	Regina Menz
Reflective Practice	18/12/2020	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 <http://oconnor.nsw.edu.au> 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 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 Goals Achieved and Implemented in 2020	Key Goals for 2021
<p>Faith</p> <p>To ensure formation opportunities for the school learning community through meaningful embedding and exploration of Catholic Principles and Values.</p> <p>Measures of Success:</p> <ul style="list-style-type: none"> • Programs have the CPV embedded with explicit teaching strategies that enrich student learning and promote articulated connections between content, CPV and learning experiences. <p>Learning</p> <p>To strengthen the guaranteed and viable curriculum to ensure engaging differentiated learning experiences.</p> <p>Measures of Success:</p> <ul style="list-style-type: none"> • The Worthwhile Lesson Framework is embedded in all learning sequences and planning • Gradual Release of Responsibility drives pedagogical practice • Accurate and relevant recording of assessment data across all classes • A rich learning task anchors every lesson <p>Collaboration</p> <p>To nurture the College's identity as a Catholic Collaborative Learning Community through pastoral academic care.</p> <p>Measures of Success:</p> <ul style="list-style-type: none"> • Learning is the focus of professional communication • The CSO Pastoral Care and Wellbeing Strategy informs PAC at O'Connor and is visible • Professional Learning Teams authentically engage with learning • Teacher learner teams, both formally and informally organised, work through cycles of inquiry focused on the Worthwhile Lesson Framework • Student voice is proactively sought to inform learning opportunities 	<p>Faith — An authentic Catholic Community of Care</p> <p>The College has a shared ethical purpose and collective responsibility for improving student learning and wellbeing. Make the Catholic faith the source of our commitment.</p> <p>Measures of success</p> <ul style="list-style-type: none"> • Catholic Principles and Values can be articulated by students and staff and build a deeper understanding in our parents • Dignity of the human person is respected and shown through interactions with students, parents and each other • Chronicle entries show a holistic approach and a universal and positive regard for people identifying safety, respect and learning aspects <p>Learning — Great Learning and Teaching</p> <p>Continually strive to move the learning forward. Five great lessons everyday.</p> <p>Measures of Success</p> <p>Writing focus</p> <ul style="list-style-type: none"> • Improved whole-school literacy focus and practice • Dedicated time and programmed work to improve writing in each KLA • Increased teacher confidence in self and others as teachers of writing <p>Data Literacy</p> <ul style="list-style-type: none"> • Building 'data and evidence of impact' understanding and capability • Increase data literacy and effective use of data (qualitative and quantitative) to improve conditions of learning, teaching and wellbeing • Active data walls used by teams of teachers to inform the next steps in learning and teaching <p>Worthwhile Lesson</p>



Key Goals Achieved and Implemented in 2020	Key Goals for 2021
	<ul style="list-style-type: none"> • Shared responsibility and accountability for five great lessons everyday • Framework embedded and articulated throughout every lesson, KLA and whole College • Differentiated instruction through rich tasks is the basis of each lesson <p>Collaboration — Strong Teams</p> <p>The Professional Learning Community (students, staff, parents) authentically focuses on and commits to improvement.</p> <p>Measures of Success</p> <ul style="list-style-type: none"> • Work occurs in teams where everyone has a shared responsibility and accountability • Evidence of collaborative professionalism building in all teams • Staff recognise their work as articulated in the Living Well, Learning Well framework

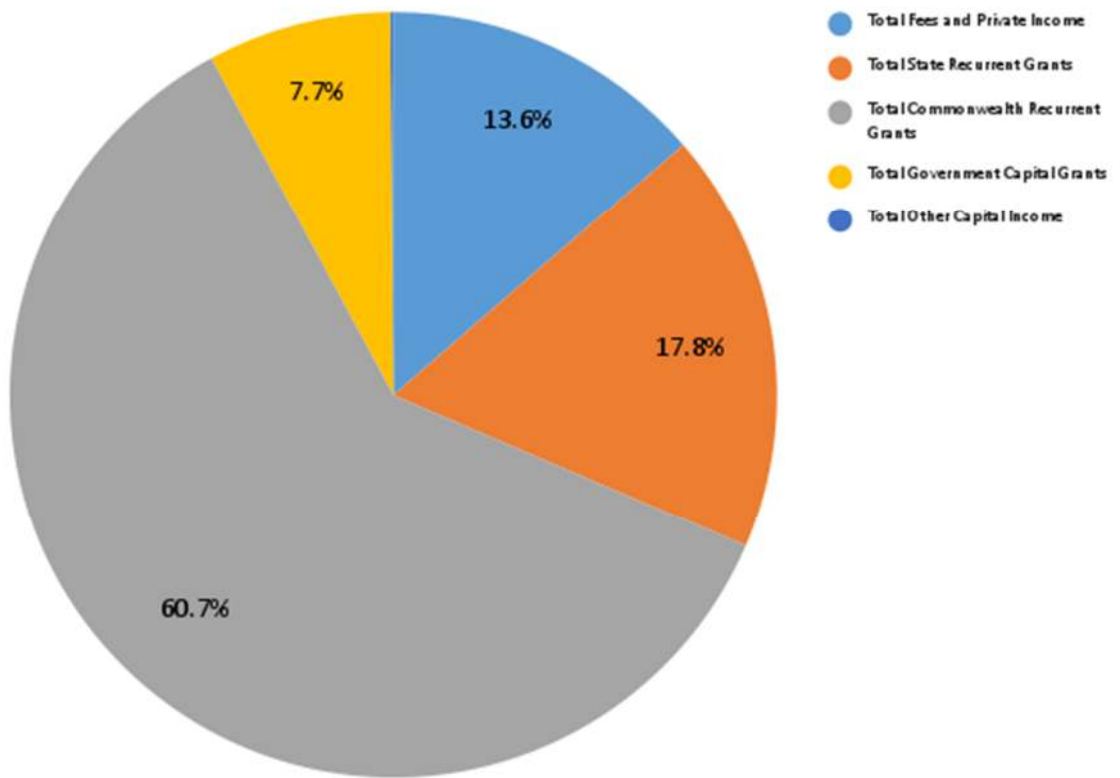
6.0 Financial Information

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 2020 is presented below:



2020 Income - O'Connor Catholic College, Armidale



2020 Expenditure - O'Connor Catholic College, Armidale

