

# Annual School Report 2022 School Year

O'Connor Catholic College, Armidale



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Principal  
Clare Healy

## 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 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 2023 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 began with a new leadership team and the spectre of COVID-19 still a part of the community. Rapid Antigen Test kits were distributed to the community along with returning to a 'new normal' in school learning. The Compass portal became the learning platform for the College. It allowed us to create a fusion between the flexible learning model developed in the pandemic as well as on-site learning. The focus on student and staff well-being was paramount during the year, as we continued to embed Living Well Learning Well framework. Our vision of creating learning where students are able to achieve success was at the forefront of the introduction of HSC VET courses in Year 10. The mission of the College is to ensure we continue to be a faith filled community working collaboratively to enhance learning for all. This will enable students to be creative, confident and informed ready to make a real difference in the world.

Clare Healy  
Principal

### 1.2 A Parent Message

The O'Connor Catholic College School Advisory Council (SAC) held three meetings during 2021-22, welcoming Mrs Clare Healy as Principal at the first meeting of the year. A formal meeting was not held in Term 1 to enable Mrs Healy to settle into her new role.

I was honoured to be elected Chair at the 2021 AGM, with the former Chair stepping down from the role having reached his allocated four terms in the role. The SAC thanks Dr Crew for his service to the School and the O'Connor community.

Membership of the SAC has been refreshed with the departure of Ms Liz O'Hara and Mr Jaime Moore from the school, and Mr Dale Wicks stepping down from his long-standing role as Treasurer. The SAC welcomed Ms Melissa Bell as the staff representative and Ms Kirsten Beard and Ms Alex Shirlow as community/ parent members.

During the year, the Parents and Friends (P&F) Committee was formally amalgamated into the SAC following advice from the Catholic Schools Office. This included the closure of all financial accounts linked to the P&F. Over the past few years the P&F suffered from lack of parental engagement, with SAC members taking on key roles to keep it operational and enforced inactivity occasioned by the restrictions on gatherings during the COVID-19 pandemic.

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

- Communications with stakeholders
- School marketing and value proposition
- Commenting on school subject choices
- Commenting on school policies
- Input into uniform discussions
- Ongoing debriefing on progress with Master Plan infrastructure upgrades, additions and replacement
- Enrolment and attrition statistics – numbers of students enrolling and transferring



- Updates on various staffing changes

As noted previously, 2022 was a year of leadership change for O'Connor with the retirement of Ms Menz and the appointment of Mrs Healy. The leadership and commitment of Mrs Healy and senior staff during this transition was positively noted by the SAC. In addition, as Chair, I wish to acknowledge the ongoing commitment by school leaders and staff to the education of our children through many years of constant change and challenge; from drought, to bushfire and major infrastructure upgrades through to the disruption caused by COVID-19.

The SAC looks forward to the continuing active support of the school in its future development through 2023 and beyond.

Suzanne 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 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 48 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.

This year, the community began the process of post-pandemic life. Students in Years 7 to Year 10 were able to learn through the diocesan curriculum in Catholic Studies in classrooms. The use of ICT platforms such as Google Classroom and Compass were important for maintaining continuity, as the community was still affected by student and staff absences due to COVID-19. 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 Chapel and innovative ways to maintain prayer services such as NAIDOC Week, Founders Day and Anzac Day. Daily prayer in Pastoral and Academic Care remains a reverent and appreciative way to start all school days. Community service opportunities, such as the introduction of Assistant Cathetics in our State Primary Schools, were well supported by the Year 10 cohort.

The College 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 raised at some fun-filled occasions including the Paupers Banquet. 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 were able to maintain their social justice work in 2022. O'Connor maintained a retreat program thanks to



the resilience of the Youth Ministers. Junior years were treated to retreat days at the Cathedral, while Year 11 enjoyed a wonderful retreat experience at Collaroy, Sydney. 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 and Season program was 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 2022	TOTAL 2021
<b>Male</b>	48	41	51	51	27	30	248	237
<b>Female</b>	46	47	49	52	33	32	259	281
<b>Totals</b>	94	88	100	103	60	62	507	518

## 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, 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 college uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, SMS message or email to the college, 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 2022 is shown in the following table.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	All Years
<b>Average Student Attendance Rates</b>	87.0%	85.0%	84.0%	82.0%	82.0%	88.0%	84.7%

### 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.	7
2.	Those teachers at the NESAs Teacher Accreditation Proficient level.	40
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 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. The college models and teaches students about respect and responsibility in a number of ways:



- The values of respect and responsibility lie at the heart of Catholic schools, and underpin all policies and procedures. Students, teachers and parents are regularly reminded of the school's commitment to these and other school values by newsletter items, assembly messages and by the nature of our interpersonal relationships.
- Students and staff contribute generously to social justice appeals, including St Vincent de Paul and Caritas. Principal awards were presented at fortnightly whole school assemblies, while outstanding citizenship was recognised at the Annual Presentation Assembly with awards from the Lions Club and the local Member of Parliament.
- 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 post COVID-19 pandemic where well-being and learning was impacted the most. 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 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:

Catholic religious identity is a high priority in the school
There is a strong partnership between the parish and this school
The school is a safe place for my child
This school is well maintained e.g. clean, buildings painted etc
I am happy with my child's access to technology in the school
I can make contact with my child's teacher or other staff easily
Staff, students and parents are actively involved in the religious life of the school
The School Advisory Council is effective at this school
The school responds quickly to my concerns
The staff at this school take an interest in my child
The use of technology (iPads, computers) enhances my child's learning
This school celebrates student achievements
Communication between the home and school is effective
I am happy with the school's facilities
I would recommend this school to others
Overall I am satisfied with the education our child/ren receive at this school
I am happy with my child's learning progress
I feel welcome to volunteer and/or contribute to various school events and initiatives
Most teachers in the school make learning really satisfying and engaging for my child



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

### 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
My teachers care about me
All of my teachers encourage me to do my best
I feel accepted by other students at this school
I feel safe at this school
My school encourages me to be a good community member
My teachers tell us what we are learning and why
I like being at this school
I receive feedback from my teacher to improve my learning
My school gives me opportunities to do interesting activities
My teacher suggests ways to improve my learning
This school celebrates student achievements

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

I have opportunities to enhance my students' learning through the use of technology
I participate in professional learning conversations
This school celebrates student achievements
Catholic religious identity is a high priority in this school
Core Catholic Principles and Values are explicitly taught in this school
I get a lot of satisfaction from working in this school
The school helps me to be more involved in prayer
There are clear expectations concerning the use of effective teaching strategies throughout the school
I am provided opportunities to share my skills and knowledge with others
I am provided with opportunities to improve my teaching practice
I have the resources I need to do my job
I would recommend this school to others
I get feedback that helps me to be a better teacher
This school is well maintained e.g. clean, buildings painted etc





My school encourages a climate conducive to staff professional learning and improvement in practice
School leaders at this school know me as a person and support my wellbeing
There is a strong partnership between the parish and this school
There is an explicit school-wide emphasis on differentiating learning within each classroom

### 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.

##### Year 7

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

##### Year 8

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

**Year** **9**

Religion, English, Mathematics, Science, HSIE (History and Geography), PDHPE, Electives: Design and Technology, Visual Arts, PASS, Drama, Music, Commerce, iSTEM, Food Technology, Agriculture

**Year** **10**

Religion, English, Mathematics, Science, HSIE (History and Geography), PDHPE, 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 of 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 include sport gala days such as futsal, cricket, basketball, rugby league and swimming as well as participating in the Armidale, Walcha and Guyra Shows. Students were given an opportunity to perform in the School of Rock Musical.

### 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.

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>	8.8	6.0	19.7	8.0	29.5	24.0	24.6	37.0	10.2	15.0	4.0	8.0
<b>Writing</b>	6.5	2.0	21.0	15.0	26.2	19.0	25.0	33.0	13.0	23.0	3.7	2.0
<b>Spelling</b>	10.5	5.0	26.6	14.0	26.5	23.0	19.3	35.0	9.2	15.0	3.5	8.0
<b>Grammar and Punctuation</b>	7.5	1.0	17.5	9.0	26.4	25.0	25.4	33.0	12.3	17.0	4.8	7.0
<b>Numeracy</b>	10.8	3.0	19.4	9.0	25.5	29.0	20.4	35.0	11.1	18.0	5.0	5.0



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>	7.3	5.0	18.2	12.0	28.3	30.0	24.6	32.0	12.7	15.0	6.1	5.0
<b>Writing</b>	6.5	4.0	12.5	7.0	27.6	23.0	24.6	28.0	17.4	25.0	7.4	7.0
<b>Spelling</b>	4.9	0.0	17.3	9.0	32.3	27.0	27.8	28.0	11.3	24.0	4.4	12.0
<b>Grammar and Punctuation</b>	11.1	4.0	15.6	11.0	23.9	22.0	24.4	31.0	14.3	19.0	6.8	9.0
<b>Numeracy</b>	9.3	1.0	16.1	9.0	28.1	36.0	29.9	33.0	14.1	19.0	2.3	1.0

It was pleasing to see that the focus on writing had improved student results in this domain.

### 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					
	2020		2021		2022	
	School	State	School	State	School	State
<b>Studies of Religion 1</b>	61%	58%	71%	69%	67%	80%
<b>English Standard</b>	45%	69%	59%	58%	36%	56%
<b>English Advanced</b>	100%	97%	75%	93%	80%	93%
<b>Mathematics Standard 2</b>	77%	53%	41%	79%	60%	54%
<b>Mathematics</b>	83%	68%	83%	51%	33%	76%

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.

In these subjects, students' averages were above state averages:

- English Studies Examination (2 unit)



- VET Hospitality Examination (Kitchen Operations)
- Mathematics Standard 2 (2 Unit)
- Mathematics Standard 1 Examination (2 unit)
- Agriculture (2 unit)
- Ancient History (2 unit)
- VET Construction Examination (2 unit)
- VET Primary Industries Examination (2 unit)
- Studies of Religion 1 (1 unit)
- Textiles and Design (2 unit)
- Visual Arts (2 unit)
- Science Extension (1 unit)

Number of courses achieving a Band 5/6: 23

Number of courses achieving a Band 5/6: 74%

Extension Courses achieving E3/E4 - 9

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 2022 the number of students issued with a RoSA	20
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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

<b>Senior Secondary Outcomes Year 12, 2022</b>	% of students undertaking vocational training or training in a trade during the senior years of schooling.	37%
	% 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, 2022 Graduating Class</b>	<b>University</b>	<b>TAFE / Other institutions</b>	<b>Workforce entry</b>	<b>Destination not reported</b>
	53%	24%	36%	12%



### 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 2022 was 68%.

### 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 2022 were:

Staff Professional Learning Activity	Date	Presenter
Living Well Learning Well	16/03/2022	Melissa Bell, Clare Healy
Child Protection	28/01/2022	Kate Kenny
Twilight - CPR, Resuscitation and Anaphylaxis	02/03/2022	Steve Gollan
Spirituality Day Preparation	08/06/2022	Lasallian Spirituality Team
Spirituality Day	10/06/2022	Lasallian Spirituality Team
Twilight - NCCD and LWLW	15/06/2022	Melissa Bell, Damian Roff, Stephen Chapman, Clare Healy
Mental Health and Trauma in Young People	29/06/2022	Centacare Team
SDD - Learning Tasks and Data Ecosystem	18/07/2022	Kim Kliendienst
Twilight - Spiritual Renewal and ATSI Focus	07/09/2022	James Russell and Damian Roff
Year 8 Active Research Project - Literacy	12/10/2022	Lauren Donnelly
Middle School and Learning for Success	16/11/2022	Lauren Donnelly and Felicity Magann

### 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 or 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 2022	Key Goals for 2023
<ul style="list-style-type: none"> <li>• Catholic Faith is the source of the College's commitment to knowing and caring for the community, students, staff and families.</li> <li>• Faith formation and wellbeing opportunities for staff was available and meet the needs of staff</li> <li>• Embedded the language of Living Well Learning Well in interactions with the community which represents a holistic approach to the care of students and their families.</li> <li>• Continued to move the learning forward. Five great lessons everyday.</li> <li>• Writing strategies were embedded and used by teachers across KLAs</li> <li>• A growing awareness of, and use of the data ecosystem to enhance learning and evaluate progress</li> <li>• Personal Plans (SWD) and Personal Learning Plans (ATSI) were embedded on Compass and regularly referred to and used by staff</li> <li>• Continued to nurture identity as a Catholic Collaborative Learning Community through pastoral academic care.</li> <li>• Collaborative professionalism was embedded.</li> <li>• Student, staff, and leadership voice was sought, considered and responded to.</li> </ul>	<ul style="list-style-type: none"> <li>• To provide authentic faith formation opportunities for the community.               <ul style="list-style-type: none"> <li>• Cornerstones Professional Learning for Staff teaching Religious Education</li> <li>• Embedding the Year 10 student program - SRE Assistants for local Primary Schools</li> </ul> </li> <li>• To develop strong teams that embed Literacy through targeted action research cycles               <ul style="list-style-type: none"> <li>• Co-teaching, co-planning pedagogy implementation</li> <li>• Middle School pilot transition program for Year 7 students</li> </ul> </li> <li>• To embed Living Well Learning Well into the Wellbeing Framework.               <ul style="list-style-type: none"> <li>• Developing the O'Connor Wellbeing Framework which embeds the Living Well Learning Well Policy.</li> </ul> </li> </ul>

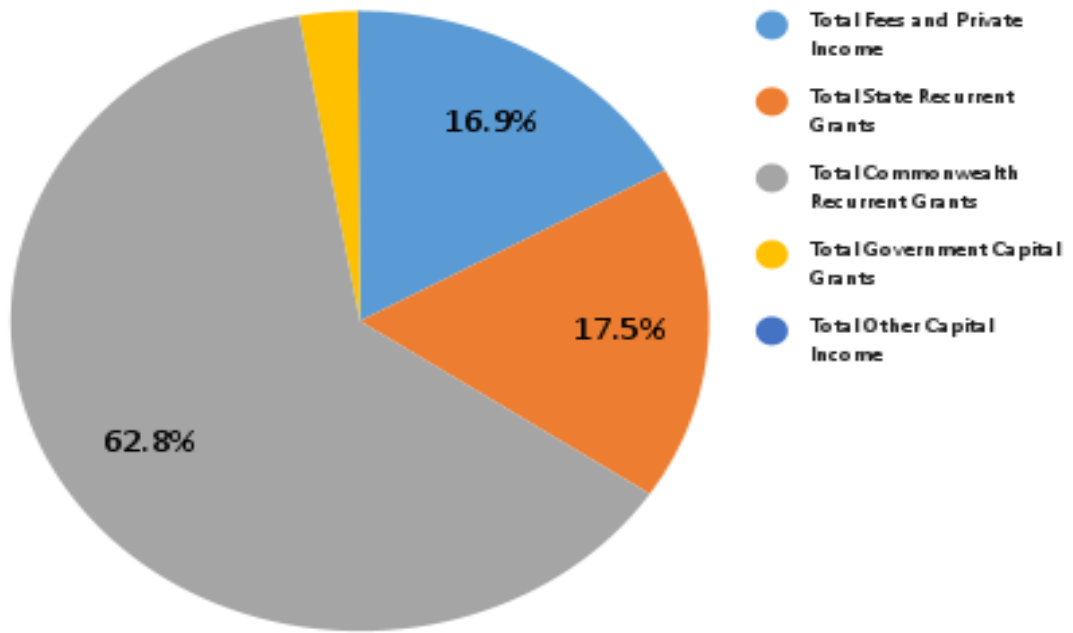
## 6.0 Financial Information

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 2022 is presented below:



### 2022 Income - O'Connor Catholic College, Armidale



### 2022 Expenditure - O'Connor Catholic College, Armidale

