Red Bend Catholic College

2015 Annual Report

A local community of mission within the Australian Marist community
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PRINCIPAL’S MESSAGE

Since its foundation, Red Bend Catholic College has provided students from a diverse range of backgrounds with an education founded on the principles laid down by Saint Marcellin Champagnat, founder of the Marist Brothers. Generations of young people have had their lives, values and characters shaped by the College’s staff, facilities and opportunities.

As the only Catholic Secondary/Boarding School in the Diocese of Wilcannia-Forbes, the College maintains a unique sense of simplicity and joy, where all members of our community strive to be a family united in mission. Students live and learn in a safe, welcoming and comfortable environment that encourages them to explore their personal interests, develop their talents and grow into people who can be “Good Christians and Good Citizens”.

This Annual Report provides an overview of our College – its make up, activities, achievements and challenges. We are extremely proud of the College’s comprehensive curriculum, excellent facilities and resources, learning support programs, dedicated teaching and support staff, co-curricular activities, pastoral care structures and social justice initiatives.

The success of our College is due to the hard work and dedication of many people – staff, families, students. They give life to our mission as a Catholic school in the Marist tradition. I thank everyone who supported Red Bend Catholic College throughout 2015.

Br Michael Flanagan
Principal
CONTEXTUAL INFORMATION

Red Bend Catholic College is registered and accredited by the Board of Studies (New South Wales). This report is a legislative requirement under the Education Amendment (Non-Government Schools Registration) Act 2004.

The annual school report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The information in this report is complemented by other school publications such as the school prospectus and newsletters that may be obtained from the College.

Red Bend Catholic College was established in 1977. Prior to 1977 the Catholic Education of students in the region was provided by three secondary schools; Our Lady of Mercy College, Forbes, Our Lady of Mercy High School, Parkes and Marist Brothers' College, Forbes. In February 1977 these three schools combined to form one co-educational secondary school at the site of the former Marist Brothers' College. This merger brought together the great teachings of the Mercy Sisters and the Marist Brothers.

The College is located in Forbes on the banks of the Lachlan River and draws on students from our main feeder schools St Laurence O'Toole, Forbes and Holy Family, Parkes. Our students also come from other local area schools and our drawing area extends to most western and south-western areas of New South Wales. The College serves the diocese of Wilcannia Forbes, though not exclusively.

Further contextual information about Red Bend Catholic College including characteristics of the student body, can be viewed at

HIGHER SCHOOL CERTIFICATE

In 2015, 99 students sat for HSC exams.

Courses that achieved above state average results include:

- Agriculture
- Ancient History
- Business Studies
- Chemistry
- Community and Family Studies
- Design and Technology
- English Standard
- English Extension II
- Food Technology
- Hospitality
- Legal Studies
- Mathematics General 2
- Mathematics
- Mathematics Extension I
- Mathematics Extension II
- Modern History
- Music I
- Physics
- Primary Industries
- Senior Science
- Studies of Religion II
- Visual Arts

Courses with improved state averages from 2014 to 2015:

- Agriculture
- Ancient History
- Biology
- Business Studies
- Chemistry
- Design and Technology
- English Standard
- English Extension I
- English Extension 2
- Food Technology
- Hospitality
- Mathematics Extension 1
- Modern History
- Physics
- Studies of Religion I
- Studies of Religion II
- Visual Arts
Students achieved 22 Band 6s in the following courses:

- Agriculture
- Ancient History
- Business Studies
- Design and Technology
- Advanced English
- Hospitality
- Legal Studies
- Mathematics General 2
- Mathematics
- Mathematics Extension I 2unit
- Mathematics Extension 2 2 unit
- Music I
- Senior Science
- Studies of Religion

Performance Analysis
Students achieving in Bands 4-6 and Bands 1-3 in each course offered at Red Bend (the percentages are approximations)

<table>
<thead>
<tr>
<th>Course</th>
<th>Nos</th>
<th>Performance Bands 4-6 or E4-E3</th>
<th>Performance Bands 1-3 or E2 or E1.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>RBCC</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>State</td>
<td>RBCC</td>
</tr>
<tr>
<td>Agriculture</td>
<td>8</td>
<td>100%</td>
<td>59%</td>
</tr>
<tr>
<td>Ancient History</td>
<td>8</td>
<td>88%</td>
<td>61%</td>
</tr>
<tr>
<td>Biology</td>
<td>13</td>
<td>54%</td>
<td>60%</td>
</tr>
<tr>
<td>Business Studies</td>
<td>12</td>
<td>92%</td>
<td>66%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>10</td>
<td>100%</td>
<td>73%</td>
</tr>
<tr>
<td>Community and Family Studies</td>
<td>20</td>
<td>85%</td>
<td>65%</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>8</td>
<td>88%</td>
<td>78%</td>
</tr>
<tr>
<td>Drama</td>
<td>6</td>
<td>100%</td>
<td>82%</td>
</tr>
<tr>
<td>English Standard</td>
<td>53</td>
<td>64%</td>
<td>42%</td>
</tr>
<tr>
<td>English Advanced</td>
<td>25</td>
<td>100%</td>
<td>91%</td>
</tr>
<tr>
<td>English Extension I</td>
<td>5</td>
<td>100%</td>
<td>94%</td>
</tr>
<tr>
<td>Subject</td>
<td>Number</td>
<td>100%</td>
<td>82%</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>--------</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>English Extension II</td>
<td>1</td>
<td>100%</td>
<td>82</td>
</tr>
<tr>
<td>Food Technology</td>
<td>13</td>
<td>85%</td>
<td>55%</td>
</tr>
<tr>
<td>Geography</td>
<td>8</td>
<td>38%</td>
<td>66%</td>
</tr>
<tr>
<td>Hospitality</td>
<td>17</td>
<td>88%</td>
<td>68%</td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>14</td>
<td>50%</td>
<td>55%</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>11</td>
<td>82%</td>
<td>68%</td>
</tr>
<tr>
<td>Mathematics General 2</td>
<td>52</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>10</td>
<td>100%</td>
<td>81%</td>
</tr>
<tr>
<td>Mathematics Extension I</td>
<td>4</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>Mathematics Extension II</td>
<td>1</td>
<td>100%</td>
<td>86%</td>
</tr>
<tr>
<td>Modern History</td>
<td>16</td>
<td>100%</td>
<td>72%</td>
</tr>
<tr>
<td>Music I</td>
<td>10</td>
<td>100%</td>
<td>88%</td>
</tr>
<tr>
<td>Personal Development, Health and Physical Education</td>
<td>33</td>
<td>52%</td>
<td>62%</td>
</tr>
<tr>
<td>Physics</td>
<td>8</td>
<td>88%</td>
<td>66%</td>
</tr>
<tr>
<td>Primary Industries</td>
<td>3</td>
<td>100%</td>
<td>56%</td>
</tr>
<tr>
<td>Senior Science</td>
<td>9</td>
<td>44%</td>
<td>60%</td>
</tr>
<tr>
<td>Studies of Religion I</td>
<td>52</td>
<td>75%</td>
<td>78%</td>
</tr>
<tr>
<td>Studies of Religion II</td>
<td>7</td>
<td>71%</td>
<td>70%</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>8</td>
<td>63%</td>
<td>88%</td>
</tr>
</tbody>
</table>
Senior Secondary Outcomes

<table>
<thead>
<tr>
<th>VET Programme</th>
<th>Percentage of Year 12 involved</th>
<th>Percentage attaining certificate or VET qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Services</td>
<td>10%</td>
<td>100%</td>
</tr>
<tr>
<td>Hospitality</td>
<td>30%</td>
<td>100%</td>
</tr>
<tr>
<td>Industry Based Learning</td>
<td>1%</td>
<td>100%</td>
</tr>
<tr>
<td>Metals and Engineering</td>
<td>2%</td>
<td>100%</td>
</tr>
<tr>
<td>Primary Industries</td>
<td>14%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Post School Destinations

Red Bend conducts an annual pathway program. The main aim of the program is to track the post-school destination of the preceding Year 12 class. In 2015 there were 99 Year 12 students.

The table below is a breakdown of the various known destinations of the class of 2015.

<table>
<thead>
<tr>
<th>University</th>
<th>TAFE</th>
<th>Traineeship</th>
<th>Apprenticeship</th>
<th>Other employment</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>64</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>12</td>
<td>6</td>
</tr>
</tbody>
</table>
STUDENT OUTCOMES – NAPLAN

Every year in May, all students in Years 7 and 9 sit the NAPLAN tests. The Literacy component tests specific areas of literacy, namely, Reading, Writing, and Language Conventions which includes spelling, grammar and punctuation. The numeracy tests assess number, patterns and algebra, and data, measurement, space and geometry.

The data from these tests is used by teachers to help inform their teaching and learning based on the student’s strengths and areas identified for further development. Highlights from the 2015 data for Year 7 include that the group has shown upward growth (as shown in the trend graphs) in the areas of Reading, Writing and Spelling as compared to previous year groups. It was very pleasing to see the group perform above state average in Writing. The Year 9 cohort also showed positive growth in Writing. A large majority of students in both Years 7 and 9 showed growth greater than expected in many of the different test aspects. Numeracy has not been as strong this year as in the past.

The aim as stated in the Strategic Plan 2013 – 2017 is to go on or above the state average for all the test aspects. Over the last couple of years teachers have been focusing on differentiation within the classroom and on improving basic literacy skills through the focus on using the PEEL writing strategy and the CUPS editing strategy. This focus has continued through 2015. The 2015 Annual Improvement Plan focused on teachers and Key Learning Areas setting measureable targets with students for the improvement in learning outcomes. This was done within each classroom and also throughout the year in Study Skills sessions. The focus in the 2016 Annual Improvement Plan is for all teachers to implement pedagogical approaches to improve critical thinking.
GRANTING OF RECORDS OF SCHOOL ACHIEVEMENT

Year 10

Grades are determined on the basis of a student’s performance in assessment items over the course of Year 10. The exceptions to this are those students who completed one 100 hour elective in Year 9. Teachers in consultation with their Faculty Coordinator allocate grades on the basis of a student’s performance in assessment items mapped to the Course Performance Descriptors.

In Year 10, 2015, 123 students were eligible for a Record of School Achievement.

Preliminary

Assessing student achievement is the process of collecting information on student performance in relation to the objectives and outcomes of a course.

The grade awarded to each student at the completion the Preliminary course should indicate the student’s overall achievement in relation to the Preliminary Grade Scale in the course. Assessment in a course should relate to the stated objectives and outcomes as described in the syllabus.

No specific allocation of marks is required for any syllabus objectives or outcomes.

The grades awarded should reflect the relative emphasis placed on the assessable objectives of school programs and the syllabus. For the purpose of awarding grades, assessment of values and attitudes must not be included.

The Board's grading system is intended to describe the student's achievement at the end of each course in the Preliminary year. Teachers will make the final judgement of the grade deserved on the basis of available assessment information and with reference to the Preliminary Grade Scale and other material produced by the Board to support the consistent awarding of grades. In applying these descriptors, teachers should interpret them in terms of standards that can be achieved by Stage 6 Preliminary students within the bounds of the course.

Earlier performance in a course should be used only as a means of increasing the accuracy of the final assessment. The choice of a particular grade should be made on the basis that it provides the best overall description of the student’s achievement of the Stage 6 Preliminary syllabus outcomes. Students should be given the opportunity to demonstrate their maximum level of achievement relative to the Preliminary Grade Scale

In Year 11, 2015, 126 students were eligible for a Record of School Achievement. Mathematics.
PROFESSIONAL LEARNING AND TEACHER STANDARDS

Presently the College has 60 Full time and 5 Part time teachers. Of these, twelve teachers are Provisionally Accredited with the **NSW Institute of Teachers**.

### Teaching Standards

<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>65</td>
</tr>
<tr>
<td>2. Those having graduate qualifications (e.g. Bachelor degree) but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>0</td>
</tr>
<tr>
<td>3. Those not having qualifications described in 1 or 2 above but have relevant successful teaching experience or appropriate relevant knowledge. Such teachers must have been employed to teach in NSW before October 2004 and as a teacher in the last 5 years.</td>
<td>0</td>
</tr>
</tbody>
</table>

### Post Graduate Learning

<table>
<thead>
<tr>
<th>Post Graduate Qualifications</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Education</td>
<td>1</td>
</tr>
<tr>
<td>Masters of Educational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>Master of Religious Education</td>
<td>1</td>
</tr>
<tr>
<td>Master of Teaching</td>
<td>1</td>
</tr>
<tr>
<td>Master of Applied Ethics</td>
<td>1</td>
</tr>
<tr>
<td>Graduate Diploma in Religious Education</td>
<td>1</td>
</tr>
<tr>
<td>Graduate Diploma of Science (Teacher Librarianship)</td>
<td>1</td>
</tr>
<tr>
<td>Graduate Certificate in Religious Education</td>
<td>2</td>
</tr>
<tr>
<td>Graduate Certificate of Science (Mathematics)</td>
<td>1</td>
</tr>
<tr>
<td>Diploma of Catechetics</td>
<td>2</td>
</tr>
<tr>
<td>Certificate IV Workplace Assessment</td>
<td>1</td>
</tr>
<tr>
<td>Certificate II Engineering (Production Technology)</td>
<td>1</td>
</tr>
<tr>
<td>Certificate II Hospitality</td>
<td>2</td>
</tr>
<tr>
<td>Certificate I Hospitality (Kitchen Operation)</td>
<td>1</td>
</tr>
<tr>
<td>Certificate IV Training and Assessment</td>
<td>6</td>
</tr>
</tbody>
</table>

Three teachers are currently enrolled in the following post graduate courses: Master of Educational Leadership, Masters in Education (Dance Teaching) and a Professional Certificate in Positive Behaviour and Learning.
### Professional Learning

<table>
<thead>
<tr>
<th>Key Learning Area</th>
<th>Professional Development</th>
</tr>
</thead>
</table>
| Creative Arts     | • Started Masters of Dance  
• Diocesan Showcase Committee (May) |
| English           | • Standard English – Distinctively Visual (March)  
• English Teachers Assos. Big Day Out (May)  
• Close Study of Text Wilfred Owen (May)  
• Exploring Modules (June)  
• HSC Marking |
| French            | • French Languages Immersion Weekend (May) |
| HSIE              | • Geography Teachers Conference (March)  
• Legal Studies Conference (March)  
• Conflict in Indo China (March)  
• 2014 Geography HSC Review (March) – video conference  
• Familiarisation of NSW History syllabus Aust Curr. – Online  
• Geography Teachers Conference (March)  
• Orange History Teachers Conference (May)  
• HTA – State Conference (July) |
| PD/HPE            | • Advancing personal and community health (Feb)  
• Improving performance in Stage 6 CAFS (March)  
• Stage 6 CAFS Conference (May)  
• NSW PDHPE and Sport Education Conference (July) |
| Mathematics       | • Mathstastical Fishing (April) |
| Religious Education | • LA RE Conference (March)  
• SOR/Cath Studies Assessment Planning Day (May)  
• SOR Conference at Mac Uni (Aug) |
| Science           | • Astronomy from the Ground Up (May)  
• Meet the markers of the HSC Exams (May) |
| Agriculture       | • HSC Marking |
| VET               | • VET Teacher Training – Primary Industries (March)  
• VET Teacher Training – PI – (May)  
• Help run World Skills Comp (Oct)  
• VET Teacher Training (Presenting) – Primary Industries (March and Aug) |
| Teaching and Learning | • DeCourcy – NAPLAN – so what? (Feb)  
• Habits of Highly Effective Teachers (April)  
• Teaching Reading and Writing for Middle School Years – Syllabus Requirements (May)  
• Consistent Teacher Judgement Workshop (Aug)  
• Timetabling Version 9 (July) |
| Boarding          | • Youth Mental Health First Aid (June)  
• Diploma of Youth Work  
• Boarding Australia Conference (July) |
| Leadership                   | • Leadership and Spirituality (Jan)  
|                             | • CCER Conference on Governance and BOSTES (Feb)  
|                             | • School Law (Sept)  
|                             | • Governance Compliance Training (Nov)  
| Learning support            | • Positive Partnerships – Autism (March)  
|                             | • Educational Workshop (Sept)  
|                             | • Network Meeting (Aug)  
| Pastoral Care               | • School Visits re: Pastoral Care and Student Management (June)  
| Careers                    | • Careers Advisors Ass. PD Course (March)  
|                             | • Careers Advisors Conference (Nov)  
| School Counsellor           | • School Counsellors Gathering (Feb)  
|                             | • Train the Trainer – Crime Prevention and Cyber-safety (March)  
|                             | • Professional Supervision (June)  
|                             | • School Counsellors Gatherings (May, July, Oct)  
|                             | • Understanding, Treating and Managing School Refusal (Aug)  
| Marist Formation            | • Mystics and Prophets (March)  
|                             | • Marist Pilgrimage (April)  
|                             | • Footsteps 1 (May)  
|                             | • Footsteps (June)  
|                             | • Mystics and Prophets (June)  
|                             | • MSA Biennial Conference (July)  
|                             | • Mission Assembly (July & Aug)  
|                             | • Footsteps 1 (Aug)  
|                             | • Footsteps 1 (Sept)  
| Other                      | • Getting a Grant Workshop (Feb)  
|                             | • EUS School Survey (March)  
|                             | • Synergetic User group Meeting (May)  
|                             | • Grant Writing Workshop (July)  
|                             | • Marist Business Managers Conference (Nov)  

## Workforce Composition

<table>
<thead>
<tr>
<th>Role</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>1</td>
</tr>
<tr>
<td>Director of Curriculum and Learning</td>
<td>1</td>
</tr>
<tr>
<td>Director of Teaching and Compliance</td>
<td>1</td>
</tr>
<tr>
<td>Director of Religious Education</td>
<td>1</td>
</tr>
<tr>
<td>Director of Business and Operations</td>
<td>1</td>
</tr>
<tr>
<td>Director of Boarding</td>
<td>1</td>
</tr>
<tr>
<td>Administration Coordinators</td>
<td>2</td>
</tr>
<tr>
<td>House Coordinator</td>
<td>6</td>
</tr>
<tr>
<td>Faculty Coordinators</td>
<td>11</td>
</tr>
<tr>
<td>Faculty Assistants</td>
<td>3</td>
</tr>
<tr>
<td>Special Coordinators</td>
<td>3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher</td>
<td>35</td>
</tr>
<tr>
<td>Counsellor</td>
<td>2</td>
</tr>
<tr>
<td>Boarding Staff</td>
<td>12</td>
</tr>
<tr>
<td>Ancillary Staff</td>
<td>17</td>
</tr>
<tr>
<td>Administrative Staff</td>
<td>11</td>
</tr>
<tr>
<td>Building Operations Staff</td>
<td>8</td>
</tr>
<tr>
<td>Cleaning and Laundry Staff</td>
<td>10</td>
</tr>
<tr>
<td>Health Centre Staff</td>
<td>2</td>
</tr>
<tr>
<td>Catering Staff</td>
<td>8</td>
</tr>
</tbody>
</table>
STUDENT ATTENDANCE, POPULATION AND RETENTION

Student Attendance
The whole school attendance in 2015 was 95%.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Males</th>
<th>Females</th>
<th>Average Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>96%</td>
<td>96%</td>
<td>96%</td>
</tr>
<tr>
<td>8</td>
<td>93%</td>
<td>95%</td>
<td>94%</td>
</tr>
<tr>
<td>9</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>10</td>
<td>94%</td>
<td>93%</td>
<td>93%</td>
</tr>
</tbody>
</table>

Student Population
In August 2015, there were 728 students enrolled at Red Bend Catholic College. The gender breakdown was 354 boys and 374 girls.

The composition of the student body is detailed in the table below:

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
<th>Boarding Male</th>
<th>Boarding Female</th>
<th>Total</th>
<th>Day Total</th>
<th>Indigenous</th>
<th>Special Needs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>56</td>
<td>65</td>
<td>10</td>
<td>9</td>
<td>19</td>
<td>102</td>
<td>20</td>
<td>4</td>
<td>121</td>
</tr>
<tr>
<td>8</td>
<td>79</td>
<td>58</td>
<td>14</td>
<td>7</td>
<td>21</td>
<td>116</td>
<td>17</td>
<td>9</td>
<td>137</td>
</tr>
<tr>
<td>9</td>
<td>61</td>
<td>55</td>
<td>10</td>
<td>10</td>
<td>20</td>
<td>96</td>
<td>23</td>
<td>10</td>
<td>116</td>
</tr>
<tr>
<td>10</td>
<td>61</td>
<td>63</td>
<td>8</td>
<td>14</td>
<td>32</td>
<td>102</td>
<td>19</td>
<td>5</td>
<td>124</td>
</tr>
<tr>
<td>11</td>
<td>51</td>
<td>77</td>
<td>10</td>
<td>22</td>
<td>29</td>
<td>96</td>
<td>22</td>
<td>10</td>
<td>128</td>
</tr>
<tr>
<td>12</td>
<td>46</td>
<td>56</td>
<td>13</td>
<td>14</td>
<td>23</td>
<td>75</td>
<td>20</td>
<td>8</td>
<td>102</td>
</tr>
<tr>
<td>Total</td>
<td>354</td>
<td>374</td>
<td>65</td>
<td>76</td>
<td>141</td>
<td>587</td>
<td>121</td>
<td>46</td>
<td>728</td>
</tr>
</tbody>
</table>
Student Retention Rates

Apparent versus Actual:

When reviewing the Year 10 enrolments in 2013 and then comparing them to enrolment numbers in Year 12 in 2015, the results are 129 and 102 respectively. It would appear that 27 students have left over this period, when in reality 34 students left and 7 new enrolments took place. Red Bend Catholic College is a boarding school that attracts students in Year 11 who consistently finish Year 12. When reviewing this across all year levels even when just focusing one year, the amount of enrolment transience that occurs is significant. For instance, a reduction of 30 students between February and August Census date in the one year, in reality could be 45 students leaving and 15 commencing, not simply a reduction. This shows a retention rate of actual students enrolled from the original enrolment of Year 10 to Year 12 of 73% and new enrolments of 7%.

Management of Student Attendance

All rolls are marked by the Pastoral Care teacher at the beginning of the day, during Pastoral Care and recorded electronically. Rolls are also marked at the beginning of every lesson during the day, electronically by the class teacher.

Any student who arrives late for school, reports to the front office to sign in and receive a late note from the Student Service Office (SSO) to present to their class teacher.

Parents/Carers are advised to phone the College if their son/daughter is absent for any reason, the morning of the absence, before 9am by phone, fax, email or text message.

Parents of students who are marked absent who have not been explained via a phone call/note/email/text message prior to 9am are sent a text message by the Student Services Officer as soon as practicable after the rolls have been collated and the Parents are asked to explain the absence.

Cumulative totals are collated each day and if a student has more than 3 unexplained absences, the Pastoral Care teacher of that student is asked to make contact with the Parents / Carers and ascertain what can be done by the school to help with their attendance.

If a students’ absence cannot be explained using all the above methods, a letter will be sent to the student’s Parents / Carer by the school Principal to attempt to exhaust all avenues to check on non-attendance at the end of each calendar month.
POLICIES


### Student Management and Welfare (Discipline)

<table>
<thead>
<tr>
<th><strong>Synopsis</strong></th>
<th>The aim of Behaviour management and Student Welfare is to create a positive relationship between teachers and students, allowing optimum learning to occur, and fostering the growth of mutual respect.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reviewed</strong></td>
<td>January 2015</td>
</tr>
<tr>
<td><strong>Disclosure to public</strong></td>
<td>Student handbook <a href="http://www.redbendcc.nsw.edu.au/ourcollege.php?id=68">http://www.redbendcc.nsw.edu.au/ourcollege.php?id=68</a></td>
</tr>
</tbody>
</table>

### Promoting the Peace (Anti-Bullying)

<table>
<thead>
<tr>
<th><strong>Synopsis</strong></th>
<th>This policy educates our students, their families and our staff to promote healthy and positive relationships. Where bullying or harassment occurs it is our policy to intervene with procedures which are consistent and recognise the right to justice of all parties. All Bullying and Harassment procedures should be created with the aim of changing attitudes as well as behaviour.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reviewed</strong></td>
<td>January 2015</td>
</tr>
<tr>
<td><strong>Disclosure to public</strong></td>
<td><a href="http://www.redbendcc.nsw.edu.au/ourcollege.php?id=68">http://www.redbendcc.nsw.edu.au/ourcollege.php?id=68</a></td>
</tr>
</tbody>
</table>

### Complaints and Grievances

<table>
<thead>
<tr>
<th><strong>Synopsis</strong></th>
<th>This policy provides all persons within the Red Bend Catholic College community with a framework for the timely resolution of complaints in a fair and transparent manner.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reviewed</strong></td>
<td>January 2015</td>
</tr>
<tr>
<td><strong>Disclosure to public</strong></td>
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</tr>
</tbody>
</table>

### Enrolment

<table>
<thead>
<tr>
<th><strong>Synopsis</strong></th>
<th>The policy and procedures by which a student is enrolled at Red Bend Catholic College, including details of application, interview, considerations, guidelines and acceptance.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reviewed</strong></td>
<td>January 2015</td>
</tr>
<tr>
<td><strong>Disclosure to public</strong></td>
<td><a href="http://www.redbendcc.nsw.edu.au/ourcollege.php?id=68">http://www.redbendcc.nsw.edu.au/ourcollege.php?id=68</a></td>
</tr>
</tbody>
</table>

The full text of the Enrolment Policy follows in accordance with the report requirements.
Enrolment Policy

Introduction
Red Bend Catholic College, a Catholic day and boarding school conducted by the Marist Brothers, exists to make Jesus Christ known and loved through the provision of a Christian education that brings faith, culture and life into harmony. It puts itself at the service of its families in order to provide a high quality, holistic education and effectiveness in evangelisation. The College welcomes applications from prospective students whose families are committed to the aims and methods of the College, and whose spiritual, educational, and vocational aspirations the College’s existing programmes are reasonably able to meet.

Enrolment Procedures – Method of Application
Enrolment applications are considered at any time, but are preferred before the end of September in the year before proposed commencement. Outside this timeframe, offers are made on places-available basis. There are three steps for parents to follow for securing a place at Red Bend Catholic College:

a) Submitting an APPLICATION FOR ENROLMENT form and paying the enrolment processing fee of $200. Enrolment packages are available by contacting the Enrolment Officer at the College by telephone, fax, letter, email or on the web site. The Principal will decide if the enrolment can proceed.
b) Attending an INTERVIEW with the Principal of the College or delegated staff and other members as required by the Principal.
c) Returning the ACCEPTANCE OF ENROLMENT form if an offer of enrolment is made by the Principal. This needs to be received by the due date which will be indicated on the acceptance letter.

Enquiries and visits are always welcome and can be arranged through the College.

Schedule for Consideration of Applications
A decision to commence a student’s enrolment is a matter for the Principal of the College. In making a determination to offer an enrolment the Principal will:
Gather relevant information.
Seek appropriate collegial advice.
Act consistently with the guidelines below.

1. THE RELEVANT INFORMATION REQUIRED WILL INCLUDE:
1.1 The most recent full school report.
1.2 Test results which indicate current levels of literacy and numeracy – this includes:
   a) NAPLAN (Year 5) results for all students applying for entrance at the Year 7 level.
   b) NAPLAN (Year 7) results for all students applying for entrance at the Years 8 or 9 level.
   c) NAPLAN (Year 9) results for all students applying for entrance at the Year 10 level.
1.3 A reference from someone, other than a family member, who is able to comment on the applicant’s general character and maturity, religious practice, and/or other matters that would be relevant to consideration of his application.
1.4 Evidence that the parents/guardians are able and willing to meet the fees schedule agreed to with the Business Manager and Principal.
1.7 Applications for enrolment will not be considered until all requested documentation is received.

2. APPROPRIATE COLLEGIAL ADVICE MAY INCLUDE:
2.1 Advice from the Director of Curriculum, the Learning Support Coordinator and/or specialist teaching staff that the student can be accommodated in the College’s academic program.
2.2 Advice from the Director of Curriculum that there is room to accept the student.
2.3 Advice from the student’s current Principal or other staff regarding the applicant’s suitability for Red Bend Catholic College.
2.4 Other advice from educational, religious, medical or psychological professionals relevant to the application.

3. IN CONSIDERING APPLICATIONS, THE PRINCIPAL WILL FOLLOW THESE GUIDELINES:
3.1 On the basis of the information and advice at hand, the Principal will determine that the student is ready to enrol in the College’s programme at the year level for which application has been made, and that the applicant and the applicant’s family understand and support the mission and methods of the College.
3.2 Completed enrolment packages received prior to the end of Term 1 of the year preceding that for which enrolment is being sought will be processed in order of receipt of the completed package. Completed applications received after this date will be processed according the order outlined in 3.3 below.
3.3 Priority of access to Red Bend Catholic College shall be given to:
   a) Students who already have siblings at the College.
   b) All Catholic students attending local Parish Primary Schools (from the Diocese of Wilcannia-Forbes and St Joseph’s Eugowra).
   c) Students of other faiths attending local Parish Primary Schools (from the Diocese of Wilcannia-Forbes and St Joseph’s Eugowra).
   d) Catholic students who are attending other Primary Schools.
   e) Students of other faiths who are attending other Primary Schools.
3.4 Other considerations being equal, applicants who have members of their immediate families as present or past students of the College, or members of staff, or in active affiliation with the Marist Brothers will be considered ahead of those who have had no prior association with the College and/or the Brothers.
3.5 A student who has previously concluded their enrolment at the College because of dissatisfaction on the part of the student, parents or the College, will not normally be considered for re-enrolment.
3.6 A family with unresolved financial matters with another Catholic school or institution will not normally be considered until those matters have been resolved to the satisfaction of the school or institution.
3.7 Students are normally only accepted as day students if they reside with and are in the direct care of a parent or legally recognised guardian.
3.8 Overseas students who are not Australian citizens will only be accepted once all Australian government requirements have been satisfied, and the full year’s fees have been received by the College. Students who leave the College before the conclusion of their course of study will have their fees refunded on a pro-rata basis (at least one terms fees is payable in all circumstances).
3.9 Accepted enrolments are for a period inclusive of year 12 or until such time as the enrolment of the student has to be withdrawn as deemed by the Principal.

BOARDING ENROLMENTS
The boarding program at Red Bend Catholic College is offered to both male and female students. In discerning whether to accept a student as a boarder, the Principal of Red Bend Catholic College will additionally use these guidelines.
1.1 The Principal (and/or Boarding Coordinator) will need to be satisfied, on the basis of advice, collected information, and the Principal’s own judgement, that there is a reasonable expectation that an applicant is emotionally, psychologically, and socially ready to benefit from the structures and lifestyle of the boarding program at Red Bend Catholic College.
1.2 The Principal (and/or Boarding Coordinator) will need to be satisfied that the family of the applicant adequately understands the challenges and expectations of residential education and is in a position to support their son or daughter in it.
1.3 Priority will be given to those students who cannot attend Red Bend Catholic College unless they board over those who can attend as day students.
1.4 Students will normally only be accepted as weekly boarders if they are able to be in the direct care of their parents or legal guardians on weekends and not with other relatives or friends of the family.
Method of Notification of Successful Applications

Year 7
- The closing date for applications is the end of June.
- All students are interviewed by the Principal or a delegated staff member.
- All successful applicants are notified of their approval for an interview at the beginning of Term 3.
- Confirmation of Acceptance documentation is posted by the end of Term 3 and is to be completed and returned to the Enrolment Officer as soon as possible.
- All applications for Year 7 which are received after the official closing date will be noted as 'late' and will be perused and interviewed only at the discretion of the Principal.

Year 8-12
- Applications for day students for Years 8-12 may be made at any time. Application packages are available by contacting the Enrolment Officer at the College.
- If you are considering applying for Year 11 it is advisable to apply as early as possible so as to maximise your child’s subject selection options.
- Please note that subject selections for Year 9 and Year 11 take place early in Term 3 with our current students and the appropriate information will be sent out at this time.

A Final Consideration
The College has a duty of care towards the students and parents/guardians are required to fully disclose all information concerning the physical, mental and emotional health of the child seeking enrolment necessary to enable the College to fully exercise this duty of care. Failure to have done so, at the absolute discretion of the Principal, may result in the contract of enrolment being terminated.

Exit procedure
1. All students exiting Red Bend Catholic College prior to the completion of Year 12 are to complete an Exit Form.
2. The destination of all students exiting Red Bend Catholic College prior to the completion of Year 12 is to be entered into the student register.
3. Any student under the age of 17 who exits Red Bend Catholic College and for whom we have no destination is to be reported to the Principal Education Officer – Melanie Meers. Contact phone number is 6392 8435 or email melanie.meers@det.nsw.edu.au.
RESPECT AND RESPONSIBILITY

Prayer / Liturgical Life
A whole school Mass is celebrated once per term where all students and staff attend and parents are invited. These celebrations include:

- Induction Mass in term 1
- Champagnat Mass in term 2 to celebrate our Marist identity and Founder
- Assumption Mercy Mass in term 3 celebrating our Mercy tradition and Our Lady
- Thanksgiving Mass in term 4 to celebrate our blessings for the year

Liturgies are also celebrated during Holy Week, the Feast of the Assumption and in year level and House gatherings.

Prayer is central to our faith and is celebrated daily in classrooms, at assemblies and student meetings and at staff level in gatherings.

Ceremonies are held in Holy Week to reflect on the significance of this special week.

Special focus is given in the Religious Education program for Lent and Advent.

Social Justice
Social Justice Initiatives include:

- a St Vincent de Paul group who work within the school and in the wider community
- Fundraising for missions through Project Compassion week in term 1 and Mission week in term 4
- Support of numerous charities throughout the year, e.g. Bandana Day, Cystic Fibrosis, Red Cross Appeal, etc
- Fundraising activities for Project Compassion Week and Mission week
- Sponsorship of an overseas child through World Vision by the Student Representative Council

School / Home / Parish Partnerships
The Religious Education Program is a partnership with the Parish, School and Home where a common vision is shared. Cooperation occurs in the Religious Education curriculum, school liturgies and in informal sacramental programs. The school supports the life of the local parishes wherever possible.

Parent Involvement
Parents are invited and participate in whole school liturgies. Parents are encouraged to be actively involved in the content from Religious Education classes. Where possible we invite a parent representative to attend the Year 12 Retreat.
**Faith Experiences**
Retreats are integral to our Religious Education program. Retreats aim to assist the students to recognise the importance of holistic development and enrich their understanding of the ideal of ‘fullness of life’. Retreats are held in;

- Year 7, two day overnight retreat
- Year 8, one day reflection day
- Year 9, one day reflection day
- Year 10, two day retreat
- Year 11 one day reflection day retreat
- Year 12 three day overnight retreat.

The College staff are also involved in various Spiritual Formation Days and Marist Retreats throughout the year.
PRIORITY AREAS FOR IMPROVEMENT

Strategic Priority 1: Catholic Identity, Mission and Religious Education

Intent Statements with an on-going focus in 2016

1.1.1 Undertake comprehensive consultation to define and develop the College’s Vision and Mission statement and design clear processes which ensure the statement is overtly articulated and lived in the College community.

1.2.1 Fully implement the new Religious Education Curriculum of the Sydney Archdiocese Diocese.

1.2.2 Provide professional learning opportunities for all teachers of Religious Education focused on creative and engaging pedagogy.

New Intent Statements in 2016

1.1.5 Extend provision of religious symbols and icons across the College environment

1.2.4 Develop a whole-school approach to Curriculum which integrates Catholic/ Marist values and perspectives in all subjects

Strategic Priority 2: Student Learning and Achievement

Intent Statements with an on-going focus in 2016

2.2.2 Proven and effective literacy and numeracy programs resourced, supported and integrated by all teachers across the curriculum.

2.5.1 A shared understanding of the principles underpinning the use of technology in teaching and learning.

2.2.1 All teachers setting targets and strategies to raise students’ NAPLAN results above state and national averages.

New Intent Statements in 2016

2.2.1 All teachers setting targets and strategies to raise students’ NAPLAN results above state and national averages

2.3.1 Students actively engaged in understanding their learning outcomes and taking responsibility for their learning

2.3.2 Increase the level of engagement by parents in their children’s learning

2.4.3 Establish an enrichment and extension program

2.6.1 Create a whole school approach to developing positive consistent and safe learning environments characterised by trust, respect and dignity

2.6.2 Strengthen enrolment, transition and induction processes to assist the engagement and participation of all students and parents in College life and culture

Strategic Priority 3: Quality Teaching

Intent Statements with an on-going focus in 2016

3.1.2 Create and maintain stimulating learning environments using flexible and innovative teaching practices.

New Intent Statements in 2016

3.1.9 An integrated and cohesive annual staff professional learning program addressing the College’s strategic priorities
Strategic Priority 4: Boarding Life

New intent Statements in 2016
4.1.4 Extend the staff mentoring program to all boarding staff
4.3.5 Strengthen structures for the meaningful engagement of all boarders in an individualised program of social and recreational activities

Strategic Priority 5: Human Resources, Leadership and Management

Intent Statements with an on-going focus in 2016
5.3.1 Utilise ‘Synergetic’ to develop a contemporary digital human resources information system and data base.

New intent Statements in 2016
5.2.2 Establish strategic partnerships with Universities to recruit student teachers and recent graduates

Strategic Priority 6: Information Communication Technology (ICT)

Intent Statements with an on-going focus in 2016
6.1.1 Develop and implement an ICT Master-plan.
6.1.3 Provide professional development for all staff on the evolution of ‘Synergetic’ as the College’s Information Management system.
6.2.1 Assess emerging digital technologies with a primary focus on supporting student engagement and learning.
6.3.1 Maintain an ICT environment that balances access to digital learning technologies with affordability for families and the College.

New intent Statements in 2016
6.2.2 A sustainable program and timetable for acquisition, maintenance and replacement of digital technologies in teaching and learning, communications and administration, with reference to the ICT Master plan

Strategic Priority 7: Finance, Facilities and Environment

New intent Statements in 2016
7.5.1 Develop and implement a sustainable management strategy for the farm linked to curriculum outcomes

Strategic Priority 8: Parents, Strategic Partnerships and Sustainability

Intent Statements with an on-going focus in 2016
8.2.1 Strengthen partnerships and strategic alliances with key Church, educational, political, community and professional bodies.
8.6.1 Develop and maintain culture and practice of comprehensive annual planning and evidence-based self-review and improvement.

New intent Statements in 2016
8.1.2 Maintain quality information to parents about school funding and implications of changes to Government funding
8.2.2 Extend and strengthen strategic partnerships with preference for local businesses
## Intent Statements Achieved in 2015 and continuing in 2016

| 1.1.4 | Increase opportunities to assist parents to engage in faith education of the students. |
| 1.1.7 | Students and staff new to Catholic education mentored and supported with specialist programs focused on the life and culture of the Catholic/Marist community. |
| 1.1.8 | Adopt a strategic approach to targeting opportunities for the enrichment of all staff in faith and spiritual formation, particularly in Marist life and culture. |
| 1.2.3 | Develop and implement a plan which ensures that all teachers of Religious Education are qualified and accredited to teach Religious Education in accordance MSA expectations. |
| 1.4.1 | Strengthen the Social Justice education program to reflect the principles and practices of Catholic Social Teaching. |
| 1.4.3 | Create opportunities for staff to have a better understanding of social justice and outreach. |
| 2.1.1 | Systematic analysis and use of data by all classroom teachers to drive specific improvements in student achievement; analysis tools include the Results Analysis Package (RAP), DeCourcy HSC Analysis, SMART Data Analysis Package, (NAPLAN and ESSA) and related professional learning. |
| 2.1.4 | All teachers and Key Learning Areas setting measurable targets with students for the improvement in learning outcomes. |
| 2.3.3 | Strengthen programs and teaching practices which develop higher order thinking skills. |
| 2.4.2 | Establish a management process for the development and effective use of Personalised Learning Plans (PLPs). |
| 3.1.3 | Implement pedagogical approaches to improve critical thinking. |
| 3.1.4 | Build the capacity of all teachers to differentiate the curriculum. |
| 3.1.8 | Mentoring processes established and focused on improving professional effectiveness. |
| 3.1.10 | All staff identifying priorities for their professional learning and effectiveness within the context of a growth-promoting performance review process. |
| 3.2.4 | Evaluate the breadth of curriculum, student groupings, timetabling and school organisation to provide best possible outcomes for students. |
| 3.2.6 | Establish a structured approach to support the co-curricular program. |
| 4.1.3 | Pursue a role-specific professional learning and formation program for all boarding staff. |
| 4.2.2 | Develop approaches which facilitate the engagement of parents and staff in meaningful partnerships in students’ learning and development. |
| 4.3.2 | Introduce practices to assess and report on aspects of well-being of boarders. |
| 5.1.2 | Provide on-going and targeted professional opportunities for key staff to develop skills as contemporary educational leaders. |
| 6.2.3 | Support the continued professional development of ICT staff. |
| 7.2.1 | Develop and progressively implement the Building Master-plan. |
| 7.2.2 | Continue the improvement of facilities infrastructure through a strategic program of repairs and maintenance. |
| 7.3.1 | Continue to secure new sources of income. |
| 7.3.2 | Monitor all fees and charges to maintain access, equity and inclusiveness. |
| 7.4.1 | Set targets for responsible use of energy and water. |
| 8.4.2 | Develop and implement an integrated marketing strategy that underpins a stronger College profile in the local and wider community. |
| 8.8.2 | Identify and maintain a sustainable level of enrolments of full-time and weekly boarders. |
PARENT, TEACHER, STUDENT SATISFACTION

Parents, students and staff are provided with numerous ways to provide feedback and express satisfaction with the College.

Parents
Parents are an integral partner in the education of the student population of Red Bend Catholic College. Parents are consulted throughout the year via emails, letters, publications and in person. The College extends a very warm welcome to parents to participate in the learning, faith, sport and co-curricular activities of the College.

An active Parents and Friends' Association provides parents with many opportunities to involve themselves in the life of the College including social functions and fundraising.

Students
Students are encouraged to be involved in a wide range of academic, co-curricular and extra-curricular activities, and to take full advantage of the many opportunities on offer to them in the College community. Students have the opportunity to provide feedback through a range of forums including student representative council, staff appreciation awards, the merit system, and student leadership program.

Staff
Staff are encouraged to take an active role in decision-making and are provided with a range of forums to submit ideas and feedback. Staff days are held several times each term and professional learning opportunities and mentoring networks are easily accessible. Staff also participate in a spirituality day each year, providing an opportunity for reflection on their lives, roles and the Marist heritage they share in the Red Bend Catholic College community.
FINANCIAL INFORMATION

Recurent and Capital Income 2015

- Fees and Pte Income: 30%
- Commonwealth Grants: 52%
- Other Capital Income: 4%
- State Grants: 14%
- Commonwealth Grants: 52%

Recurent Capital Expenditure 2015

- Salaries & Allowances: 58%
- Non-salary: 24%
- Capital: 18%
Red Bend Catholic College in Forbes,
Address: College Rd, Forbes NSW 2871
Phone: (02) 6852 2000
Fax: (02) 6852 3768
Email: rbbc@redbendcc.nsw.edu.au
www.redbendcc.nsw.edu.au

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