



FAITHFULNESS IN SERVICE

BISHOP DRUITT COLLEGE

COFFS HARBOUR



2010 ANNUAL REPORT





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Message from Key School Bodies

CHAIRPERSON OF THE COLLEGE COUNCIL (GOVERNING BODY)

This Annual Report illustrates the significant achievements of 2010 at Bishop DrUITT College. A fuller history of the year can be found in our magazine 'Etcetera'.

In the course of 2010, some significant progress was made at the College:

- Completion of stage one of our Building the Education Revolution (BER) project, the 'infill' classroom in the Primary School
- Letting of tenders for the building of the BER funded Primary Library extension and Covered Outdoor Learning Area (COLA)
- Commencement of work on both of these projects
- The appointment of Mr Tim Egan as Head of Secondary, Mr Brendan Pitman as Director of Administration (K-12), Mrs Karin Lisle as Director of Pastoral Care (K-12), and Mrs Carmel Spry as Director of Curriculum
- Restructuring of the Pastoral Care structure at the College

2010 was an exciting year at Bishop DrUITT College. This report highlights the many events and accomplishments of the College community.

Mr Win Howard
Chairman

MESSAGE FROM THE PRINCIPAL

Bishop DrUITT College has completed its sixteenth year of operation and is built on founding principles that nurture dynamic, caring and optimistic graduates. We are an inclusive school in the Anglican tradition. We endeavour to see in our departing Collegians young men and women who are well-rounded individuals who are grounded in the Anglican way of faith, hope and love.

They will have a passion for learning and will value the virtues of wisdom and integrity. We want them to be individuals who endeavour to transform positively the communities in which they live and work.

2010 was a year of great achievement, great community, and an enthusiasm to be the best that we can be.

The 2010 Annual Report reflects the great progress we have made in our short history. Our intention is to offer a first-class independent education on the mid-north coast.

Mr Alan Ball
Principal



MESSAGE FROM THE PARENTS AND FRIENDS ASSOCIATION

The Parents and Friends Association has had an active year and offered support to the College in its various endeavours. Community building and fund-raising for College projects are the key priorities of the association.

As well as our regular P&F events including the Mother and Daughter Breakfast; Trivia Night; Golf Day; and Mothers and Fathers Day Stalls, the year was marked by our inaugural Village Fair.

The Village Fair was a great success, with an estimated 8,000 people visiting on the day. It was a real example of growing community.

The P&F's intent is to nurture support for the school from the wider College community. Whilst raising community, the P&F also actively seeks to raise funds to support the College.

Funds raised in 2010 have been used to assist in the installation of lockers in the Secondary School and the development of a new Stage One play area.

The P&F meets monthly, and all members of the school community are warmly invited to attend.

Ms Allyson Schumer
P&F President

About Bishop DrUITT College

Bishop DrUITT College is an independent, co-educational Kindergarten to Year 12 Anglican school situated in Coffs Harbour on the North Coast of New South Wales.

The College commenced operations in 1994 with an enrolment of 57 Primary school students. As of June 2011 the enrolment is 1192 students from Kindergarten to Year 12 – a testament to the esteem in which the College is held by the local community.

As a school, our aim is to transform lives through the provision of an excellent education. It is our express intention to develop graduates who are dynamic, caring and optimistic. Our hope is that they will be well-rounded individuals who are grounded in the Anglican way of faith, hope and love.

Our wish for our departing Collegians is that they will have a passion for learning and will value the virtues of wisdom and integrity. They will be individuals who endeavour to positively transform the communities in which they live and work. In the great and the small things they do, they will enliven and enrich our world.

COLLEGE CREST

The College crest portrays in stylised form a Bishop's mitre that simultaneously represents the authority of the Anglican Diocese of Grafton (under which Bishop DrUITT College is incorporated) and the Office of the Reverend Doctor Cecil Henry DrUITT after whom the College is named. The waves evoke the waters of the North Coast area in which the College is situated and recall those components of the crest of the Diocese of Grafton. The motto "Faithfulness in Service" is taken from a theme the Reverend Doctor Cecil DrUITT addressed in a school sermon.



WITHEUNES-SUMMIT

Bishop DrUITT College

VISION AND VALUES

Our aim is to transform lives through the provision of an excellent education

 Dynamic  Caring  Optimistic



At Bishop DrUITT College We Value

Our Anglican Foundation

Optimism, tradition, inclusiveness, service, compassion, tolerance, hope and and faithfulness.

Learning

A dynamic ethos, endeavour, passion, commitment, creativity, innovation, integrity and wisdom.

Our Community

Trust, respect, the individual, our environment, an outward looking perspective and relationships.

Our Anglican Foundation, Learning and Our Community

THE DEPARTING COLLEGIAN

Bishop DrUITT College aims to develop graduates who are dynamic, caring and optimistic.

They will be well-rounded individuals who are grounded in the Anglican way of faith, hope and love.

The departing Collegians will have a passion for learning and will value the virtues of wisdom and integrity. They will be individuals who endeavour to positively transform the communities in which they live and work.

In the great and the small things they do, they will enliven and enrich our world.

CAPITAL WORKS

The 2010 Capital Works Program has provided an enormous range of improvements to the College infrastructure.

With Stage One of the College Master Plan completed in 2009, 2010 saw us complete planning for our Building the Education Revolution (BER) projects. Stage One of the BER project, the 'Infill Classroom' was completed in Term 1. It has become a valuable part of the Primary School since it was opened at the start of Term 2.

In order to maximise our BER funding, we spent considerable time revising Stages 2 and 3 of our BER projects - the Primary Library extension and the COLA.

Work on both these projects has begun and despite some rain delays, significant progress will occur over the summer vacation, with the COLA due to be ready for use at the start of Term 1, 2011. Whatever tabloid sensationalism might have tarnished the BER initiative of the Federal Government, we at Bishop DrUITT College achieved tremendous value for money, and certainly no waste was tolerated.

Minor Capital Works Program

2010 has seen the College Minor Capital Works program continue to improve the various facilities around the College.

- Programmed Maintenance Services completed the annual service to paint and carpet
- New multi-use goal posts were installed on the second oval
- Work commenced to complete the third multi-use oval
- Design of a running track on the ovals for the Primary Athletics carnival was undertaken
- Completion of the new Primary LRC room and the interactive courtyard under the BER
- The College fire monitoring system and services panel was upgraded to the latest technology
- Information signage to the front of the College is now installed
- A connecting footpath from the car park to the Uniform shop verandah was installed
- The organic vegetable garden is well underway and will be in operation next year
- The new Parents and Friends storage shed was completed under the new Primary Building.

Currently there is an application before the Federal Government to allow for the installation of solar panels and water tanks to reduce our carbon footprint.

Investment in ICT

In 2009 and 2010, the College invested heavily in ICT with the total spend in infrastructure at almost \$1m. Utilising the funding available via the Government's National Secondary School program, the College has maintained the quality of equipment that has served it so well over the years. On top of the government grants we received, we added our own funding to ensure that laptops and desktops used by students in Years 9 to 12 were not simply an internet browser as is the case in many schools, but a Mac Laptop or Desktop machine. As of 2011, all students in Years 9-12 will have 1:1 access to a Mac computer. Whilst some computer labs will remain, the majority of student access will be provided by banks of Macbook Laptops that will be housed on trolleys in the various faculties.

Further increases to the Primary Laptop program have also occurred using College funds and will provide increased benefits for those early developmental years in 2011 and beyond. Whilst these initiatives are more expensive options than the ICT programs of some other schools, this commitment to quality and continuity will ensure that ICT remains consistent across the College K-12.

During the year, we have also upgraded our Student Administration system (Denbigh) and significantly upgraded our broadband connection by laying a new fibre optic link directly to the external network that has greatly improved our internet access. This will also put us in a good position to access the National Broadband Network.

PRIMARY SCHOOL

In 2010 the Primary School continued to improve and develop. Enrolment demands remained strong, with over 460 students enrolled in the Primary School. The NAPLAN results were again very pleasing. Our students' NAPLAN results were above the State Mean in all areas of Literacy and Numeracy in Years 3 and 5.

2010 saw the introduction of THRASS – Teaching, Handwriting and Spelling Skills. THRASS is a proven way to improve childrens' writing and spelling.

In September we held our ninth Creative and Performing Arts festival. This week long festival includes visiting artists, multiple workshops, performances and visits to galleries with “Jungle Rock” as the theme for the week. The Outdoor Education program continued within the K-12 framework. Our Year 3 and 5 students participated in overnight camps but unfortunately the Year 1 Camp had to be cancelled due to rain.

SECONDARY SCHOOL

In 2010 the Secondary School pastoral care structure was reviewed. It was decided to abolish the positions of Stage Coordinators in favour of Year Coordinators. Effectively, this halved the number of students under the direct pastoral care of the coordinators. This will allow for a more effective relationship between the new Year Coordinators and students in the pastoral structure. The role of Head of House was also revised to include the responsibility of Assistant Year Coordinator. Along with the existing Tutors, greater focus will now be able to be given to students in specific year groups.

At the start of the year, following Mr Graham Anderson's move to Sydney, Mr Tim Egan was appointed Assistant Principal, Head of Secondary. Mr Brendan Pitman was appointed Director of Administration to replace Mr Egan, while Mr Lang held the role of Acting Director of Studies. Mr Lang indicated he wished to return to role as Head of the Learning Resource Centre in 2011, so it was decided to restructure the position of Director of Studies and to replace it with Director of Curriculum. Mrs Carmel Spry was appointed to take up this new position in 2011.

CO-CURRICULUM

The Co-curriculum at the College provides students with the opportunity to be involved in a wide range of activities outside the classroom environment. It provides opportunities for students to display their talents in a forum other than the classroom. Since the College's foundation, the provision of co-curricular opportunities has been an integral part of the life of the College. The co-curricular program is beneficial to students and to the College in a wider context because it allows students and staff to pursue personal interests, develop sporting skills and take up opportunities to participate in sport at a competitive level. It also provides invaluable community service opportunities and promotes the values fostered within the College. The co-curriculum activities at the College have once again been a busy mix.

The staff believe that the co-curriculum is a valuable part of our College education and is a way to share expertise and interests while developing students' talents and skills through the co-curricular program. In many cases it presents opportunities to students that would not otherwise occur.

In value-added terms, the co-curricular program offers students (and in many cases, their parents) opportunities to do things that are peculiar to the College, and which are integral to our wider offering. As well as familiar co-curricular activities, there are specific service programs in which students are encouraged to participate.

As an extension of the College's Anglican heritage, outreach and community service are encouraged. Participation rates in these activities are high. The annual tour to Cambodia is heavily subscribed, and on this tour, students and staff participate in service programs that include building houses and toilets for local villagers. Students also regularly volunteer to work in the Opportunity Shop attached to St John's Anglican Church in Coffs Harbour.

Examples of student involvement in the Secondary School Program include:

Clubs

Duke of Edinburgh Award, Rugby, Drama Productions, Homework Club, Touch Football, Environment Club, Chess Club, Overseas Tours, Target Shooting, Cadets, Essay Writing, Club Kairos, Senior String Consort, Concert Band, Poetry, French Tutoring, Chalkies Café, Soccer and Debating & Public Speaking

Service Activities

St John's Church Opportunity Shop, Red Shield Appeal, Blood Donation, ANZAC Day March, ANZAC Badge sales, Westpac Helicopter Appeal, Legacy, Cambodia Fundraising, 'Tabitha' Foundation tour to Cambodia, World Vision, Australia's Biggest Morning Tea and College Canteen



Student Performance

HSC RESULTS

BAND RESULTS

Table 1 – Band Percentages

	2005	2006	2007	2008	2009	2010
Cohort Size	86	92	95	98	87	80
% Band 6 Results (including Extension Subjects)	12.7	7.3	7.2	8.9	11.6	17.7
% Band 6 Results (excluding Extension Subjects)	10.6	7.1	6.9	7.2	10.0	15.3
% Band 5 and 6 Results (including Extension)	49.2	42.1	33.2	42.6	46.4	59.6
% Band 5 and 6 Results (excluding Extension)	46.2	38.4	29.9	38.7	42.7	56.6
% Band 4, 5 and 6 Results (including Extension Subjects)	83.0	82.0	70.0	80.0	80.4	90.6

These results show that our Band 6 percentage is the best we have had since 2003. The bigger point is, however what is not reported in the media. This is the depth of the results. Almost 60% of all results of all students (a total of 423 subject units) were either Band 5 or Band 6 results. When the cumulative figure for Band 4, 5 and 6 (ie the top three bands) is considered, this figure rises to over 90%. This means that nine out of ten of every result was in the top three bands - a very pleasing result. Our tail (in terms of students in the bottom three bands), which was sizeable in 2007 (at 30%) has been reduced significantly (below 10%). The tail (in terms of students in the bottom two bands) has been also been reduced from 8.7% (in 2008) and 5.4% (in 2009) to 1.2%

Table 2 - Students Represented in Band 6

Number of Band 6 Results	Number of Students Achieving the Result in 2006	Number of Students Achieving the Result in 2007	Number of Students Achieving the Result in 2008	Number of Students Achieving the Result in 2009	Number of Students Achieving the Result in 2010
6 (Premier's Award)	0	1	0	2	2
5	0	1	0	0	3
4	1	1	2	1	1
3	3	0	5	2	4
2	6	6	5	7	10
1	14	11	14	15	10
Total number of Students	24	20	26	27	30

These results demonstrate that more students are represented in Band 6 than over the last five years.

Individual Subject Results

Please excuse me for highlighting some results, but I will try and list some notable achievements. I have used scoring a Band 6 as a starting point for the criteria for listing.

- Ancient History – 1 Band 6 (B6), 3 Band 5 (B5) and 3 Band 4 (B4) out of a total of 9 students.
- Biology – 2 B6, 5 B5 and 8 B4 out of a total of 17 students
- Business Studies – 6 B5 and 13 B4 out of a total of 21 students
- Chemistry – 2 B6, 5 B5 and 4 B4 out of a total of 12 students
- Design and Technology – 3 B5 out of a total of 3 students
- Drama – 2 B6, 6 B5 and 1 B4 out of a total of 9 students
- Earth and Environmental Science – 6 B5 and 4 B4 out of 10 students
- Economics – 5 B5 and 5 B4 out of a total of 14 students
- English Advanced – 5 B6, 30 B5 and 19 B4 out of a total of 57 students
- English Standard – 14 B4 out of a total of 22 students
- English Extension 1 – 2 B6 (equivalent), 7 B5 (equivalent) out of a total of 9 students



- English Extension 2 – 2 B6 (equivalent), 4 B5 (equivalent) and 2 B4 (equivalent) out of a total of 8 students
- French (Beginners) - 1 B4 out of 1 student
- French (Continuers) – 1 B6, 1 B5 and 4 B4 out of 7 students
- French Extension – 1 B6 (equivalent) out of 1 student
- History Extension – 5 B6 (equivalent) and 3 B4 (equivalent) out of a total of 8 students
- Hospitality – 5 B5 and 5 B4 out of 11 students
- IPT – 7 B6, 1 B5 out of a total of 8 students
- Legal Studies – 1 B6, 2 B5 and 2 B4 out of 4 students
- General Maths – 3 B6, 18 B5 and 11 B4 out of 34 students
- Mathematics – 5 B6, 7 B5 and 6 B4 out of 26 students
- Mathematics Extension 1 – 8 B6 (equivalent), 5 B5 (equivalent) and 4 B4 (equivalent) out of a total of 17 students
- Mathematics Extension 2 – 7 B6 (equivalent) out of a total of 7 students
- Modern History – 2 B6 and 5 B5 out of a total of 7 students
- Music 1 – 2 B6, 3 B5 and 1 B4 out of a total of 6 students
- Music 2 – 1 B5 out of a total of 1 student
- Music Extension – 1 B5 out of a total of 1 student
- PDHPE – 3 B6, 12 B5 and 5 B4 out of a total of 20 students
- Physics – 5 B6, 10 B5 and 3 B4 out of a total of 26 students
- Senior Science – 1 B6, 3 B5 and 2 B4 out of a total of 7 students
- Society and Culture – 3 B6, 4 B5 and 2 B5 out of 11 students
- Software Design and Development – 1 B6, 2 B5 and 1 B4 out of 4 students
- Studies of Religion II – 1 B6, 3 B5 and 2 B4 out of a total of 7 students
- Textiles – 5 B6, 2 B5 and 1 B4 out of 8 students
- Visual Arts – 4 B6, 6 B5 and 1 B4 out of 11 students

Outstanding Student Achievement

The College ATAR scores were outstanding and provided for our students access to a wide range of Tertiary courses. Highlights include:

- 24% of students scoring 90 and above
- 44% of students scoring 80 and above
- 68% of students scoring 70 and above
- 89% of students scoring 60 and above
- 95% of students scoring 50 and above

An average ATAR across the year level of 77.8.

VET COURSES

In 2010, 13 of the Year 12 cohort participated in vocational or trade training.

Year 12 attaining a certificate/VET qualification:

Year 12	Qualification/Certificate	Percentage of Students
2010	HSC	100%
2010	VET Qualification	16%

POST SCHOOL DESTINATIONS

56% of the 2008 Year 10 cohort completed Year 12 in 2010. Based on the information available when students leave it would appear that the students who leave the school at the end of year 10 or during Year 11 do so because of family circumstances or to pursue employment. Some leave because they want a change of environment for the final years of their schooling, while others relocate to other parts of Australia. Students who left school at the end of Year 12 following the completion of their school education continued on to University and TAFE (predominantly) or pursued full-time employment (the minority). Some students do take a GAP year before commencing Tertiary studies.

SCHOOL CERTIFICATE TEST RESULTS

Students performed at or above state level in the four School Certificate tests. Results are as follows:

English

In the Literacy tests, 10.52% of our Year 10 cohort achieved Band 6, compared to 5.12% of students across the state. 49.62% of students achieved Band 5 or higher, compared to 36.38% across the state. 93.23% of Year 10 students achieved Band 4 or higher.

Mathematics

In 2010, 6.01% of Year 10 students achieved Band 5 or 6 as compared to 8.29 % of students across the state. 33.08% of our cohort achieved Band 4 or higher, compared to 27.34% across the state. 70.68% of Year 10 students achieved Band 4 or higher.

Science

13.53 % of students were awarded Band 6 in the School Certificate Science Test, whilst only 8.77% achieved this band across the state. 60.9% were awarded Band 5 or higher and this compared favourably against the state statistic of 40.89%. Of our Year 10 cohort, 90.23 % of students achieved Band 4 or greater, as compared to 72.8% across the state.

HSIE - Geography

2.25% of students in Geography received Band 6 results, compared to 4.81% across the state. 30.83% achieved Band 5 or greater, compared to 26.03% across the state whilst 76.69% of our students achieved Band 4 or greater.

HSIE - History

5.26% of History students received a mark in Bands 6, compared to 5.16% across the state. 22.56% achieved Band 5 or greater, compared to 18.46% across the state. 70.68% achieved Band 4 or greater, which compares favourably against the state figure of 51.57%.

Please note: The state-wide tests assess a subset of student skills in the core subjects of English, Mathematics, Science and Australian History and Geography, Civics and Citizenship. Therefore these results should not be compared to the grade which is awarded by the College. The grade is awarded on the basis of student achievement measured against the learning outcomes of each course, and is demonstrated in a wide range of tasks, which assess a wide range of skills.



NATIONAL ASSESSMENT PROGRAM NUMERACY AND LITERACY (NAPLAN) – SECONDARY SCHOOL

Year 7

When comparing the top two bands, our Year 7 students significantly outperformed their state cohort in all areas of Numeracy and in all areas of Literacy with the exception of Writing and Spelling, which were only slightly above State Average. A lower percentage of our students were placed in the lowest two bands in all areas than in the rest of the state. Growth in all aspects was outstanding with the exception of Reading.

Year 9

When comparing the top two bands, our Year 9 students significantly outperformed their state cohort in all areas of Numeracy and in all areas of Literacy with the exception of Spelling, which was slightly above State Average. A lower percentage of our students were placed in the lowest two bands in all areas than in the rest of the state. Growth in most aspects was outstanding with the exception of Writing and Spelling. These are areas of need for development of Literacy skills for Year 9 students.

Secondary NAPLAN results at Myschool website

http://www.myschool.edu.au/MainPages/SchoolProfileRep.aspx?SDRSchoolId=1300299_9908&DEEWRId=13426&CalendarYear=2010&RefId=ItzueOOraLZwzIMY6ihIC7UkzugjLksB

NATIONAL ASSESSMENT PROGRAM NUMERACY AND LITERACY (NAPLAN) – PRIMARY SCHOOL

In 2010 all Year 3 and Year 5 students participated in the nation-wide NAPLAN.

Year 3

When comparing the overall results in Literacy and Numeracy, our Year 3 students significantly outperformed their state cohort in all areas. None of our students were placed in the lowest band in any areas and a lower percentage of students were placed in the second lowest band compared to the rest of the state.

Year 5

When comparing the top two bands, our Year 5 students outperformed their state cohort significantly in all areas of Numeracy and in all areas of Literacy. A lower percentage of our students were placed in the lowest two bands in all areas than in the rest of the state again in all areas.

Primary NAPLAN results at Myschool website

http://www.myschool.edu.au/MainPages/SchoolProfileRep.aspx?SDRSchoolId=1300299_9908&DEEWRId=13426&CalendarYear=2010&RefId=ItzueOOraLZwzIMY6ihIC7UkzugjLksB

Staff

WORKFORCE COMPOSITION

In 2010 Bishop DrUITT College had 140 teaching and non teaching staff members. Of these, 38% of staff were male and 62% were female. No staff members have identified as being from an indigenous background.

NUMBERS OF TEACHERS (PER CATEGORY)

Category	No. of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	94
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	0
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	1

STAFF PROFESSIONAL LEARNING

Description of the Professional Learning Activity	No of staff participating
Pastoral care – staff attended courses to further skills in pastoral care	49
Subject Trainings – provided update on skills and teaching methods for personnel in the English; PDHPE; Science; Learning Resources & Drama faculties	73
HSC Marking	14
Primary Quality Teaching	16
Administration – staff attended courses to update skills with relation to administrative tasks – Curriculum workshops; Computer Software programs; Leadership	20
Timetabling - Administration	3
Boys Education	3
ICT – Moodle, IWB Notebook, etc.	32
Staff training – all staff were provided with training to update CPR and/or First Aid requirements	140
Staff Training – Child Protection/OHS	140

Average Professional Development for Teaching Staff for 2010 was \$922.

Student Attendance and Retention Rates

RETENTION RATES IN SECONDARY SCHOOLS

Years Compared	Year 10 Census	Year 12 Census	Year 10 to 12	Apparent Retention	Actual Retention
2001-2003	97	57	54	59%	55%
2002-2004	100	71	47	71%	47%
2003-2005	117	92	57	78%	48%
2004-2006	122	95	70	78%	57%
2005-2007	114	95	92	83%	80%
2006-2008	127	101	87	80%	68%
2007-2009	134	96	80	72%	60%
2008-2010	122	82	73	67%	60%

Explanatory Note: The actual retention rate is calculated by taking the roll of students for an initial year and deducting all students who are not on the roll for a later year. For example, this would identify the number of students who were enrolled in Year 10 who have continued to Year 12 at the same school. The apparent retention rate is calculated by a simple comparison of total enrolments in each year level in any one-year. The table has trended downward in retention rate. Strategies that will positively drive an influenced improvement include more resources directed to careers and subject counselling and an ever-increasing subject offering as the College grows.

STUDENT ATTENDANCE

Attendance by Year on an average day in 2010:

Kindergarten	93%
Year 1	93%
Year 2	94%
Year 3	94%
Year 4	93%
Year 5	93%
Year 6	92%
Year 7	94%
Year 8	92%
Year 9	91%
Year 10	92%
Year 11	91%
Year 12	93%

93% of students attended school on average each school day in 2010. This was similar to the daily attendance in 2009 (92%).



Enrolment Policies & Characteristics of the Student Body

ENROLMENT POLICY

Bishop DrUITT College is a comprehensive co-educational K-12 school providing an education underpinned by religious values and operating within the policies of the NSW Board of Studies. For all applications consideration will be given to the applicant's support for the ethos of the school, date of application, siblings already attending the school and other criteria determined by the school from time to time. Once enrolled, students are expected to support the school's ethos and comply with the school rules to maintain the enrolment.

ENROLMENT PROCEDURES

The outline of the College's Enrolment Procedures are on page 19.

STUDENT POPULATION

At the conclusion of 2010, the school had 1171 students of whom 720 are in the Secondary school and 451 in the Primary school. There are approximately equal numbers of boys and girls throughout the school. As it is a comprehensive school, the students come from a wide range of backgrounds, including language background other than English, and a number of students with special needs. In addition, the school periodically enrolls overseas students, either as exchange students or full-fee paying overseas students.

ENROLMENT PROCEDURES

Step	Stage	Form to complete	Fee to pay	Action	Outcome
1	Enquiry	Nil	Nil	Parent makes enquiry.	College mails out Information pack. Contained within this Information Pack is an Application Form. Parent telephones Head's Secretary if they have any queries.
2	Application	Application Form	\$150 for 1st child, maximum of \$300 per family.	Parent completes Application Form and sends to College. All associated documentation is required with this form.	College acknowledges receipt of Application Form by letter. Parent is advised in letter to contact the College to arrange an interview no earlier than 2 years before proposed year of entry. Parents are strongly encouraged to have their Enrolment Interview well before 31 March in the year prior to entry (When 1st Round Offers are made). An interview is a compulsory part of the Application for Entry Process and any application without an Interview will not be processed.
3	Enrolment Interview Reminder	Nil	Nil	If parent has not made contact with the College within the period of 18 months before proposed year of entry, a reminder letter is sent.	Head's Secretary posts letter of reminder of parental responsibility to make arrangements for an Enrolment Interview.
4	Enrolment Interview	Nil	Nil	Parent and Students attend Interview.	College makes decision as to the appropriateness of the student's application for enrolment. If the application is not accepted, a letter to that end is sent to parents. If the application is accepted, a letter of confirmation of a place in the Application for Entry Pool (AEP) is sent to parents.
5	Selection of students from the AEP	Nil	Nil	Based on Criteria set by the College Council, students in the AEP are placed in order for offer of places. Criteria include: <ul style="list-style-type: none"> • Siblings already at College • Date of interview • Children of Staff Members • Commitment to the Ethos of the College 	Date of this Selection is 31 March of the year preceding entry.
6a	First Round Offer of Places in College made	Nil	Nil	Letter of Offer of Place in College is made to parents in writing.	Parents receive letter of Offer of Place in College with Acceptance of Offer Form. As part of this offer they are required to pay a non-refundable, non-transferable Enrolment Deposit of \$500 that will be credited to their first account upon successful entry into the College in the following year. This non-refundable, non-transferable Enrolment Deposit is not refundable or transferable if the student does not begin in the following year.
6b	Offer of Place in AEP Extended, but no offer of Place at College at this stage.	Nil	Nil	Letter confirming that College cannot, at this stage, offer a place. Extension of position in AEP made.	Students who remain AEP (i.e. have not received a first round offer) are advised that the College will make second round offers later in the year as the opportunity arises.
7	Parents Accept Offer	Acceptance of Offer Form	\$500	Parents return Acceptance of Offer Form to College with cheque for the non-refundable, non-transferable Enrolment Deposit. This must be returned by no later than 2 weeks after date of offer or place will lapse and will be offered to another student.	Place in College for student confirmed.
8a	Second round Offer of Place in College	Acceptance of Offer Form	\$500	Parents return Acceptance of Offer Form to College with cheque for the non-refundable, non-transferable Enrolment Deposit. This must be returned by no later than 2 weeks after date of offer or place will lapse and be offered to another student.	Place in College for student confirmed.
8b	Offer of Place in AEP Extended, but no offer of Place at College at this stage.	Nil	Nil	Letter confirming that College cannot, at this stage, offer a place. Extension of position in AEP made.	Students who remain AEP (i.e. have not received a second round offer) are advised that the College is unable to make an offer at this stage, but if a place should arise, parents will be contacted.
9	Orientation	Nil	Nil	College sends book list information, uniform information and an invitation to Orientation Day.	Student commences at Bishop Druitt College in the following year. Tuition Fees and extras are due on a termly basis.

College Policies

To ensure that all aspects of the school's mission for providing for a student's welfare are implemented, the following policies and procedures were in place (or developed) during 2010:

Policy	Changes in 2010	Access to full text
Security Policy encompassing: procedures for security of the grounds and their use, emergency procedures, travel on school-related activities	Updated	Certificate in Main Administration Building. Parents may request a copy by contacting the College.
Supervision Policy encompassing: duty of care and risk management, levels of supervision for on-site and off-site activities, guidelines for supervisors	Yearly review of Policy undertaken and changes made.	Staff Handbook
Codes of Conduct Policy encompassing: Code of Conduct, Behaviour management, role of the student leadership system	Yearly review of Policy undertaken and no changes made.	Staff Handbook, Student Diary, College Website
Communication Policy encompassing: formal and informal mechanisms in place for facilitating communication between the school and those with an interest in the students' education and well-being.	Review of Policy undertaken and no changes made.	Staff Handbook and Student Diary
Written Internet & Telephone Communication With Parents, Staff and Other Community Members	Reviewed no changes made	Staff Handbook and Student Diary
Pastoral Care Policy	Reviewed no changes made	Website, Staff Handbook and Student Diary
Electronic Device Policy including Mobile phones and MP3 Player	Reviewed and Updated	Website, Staff Handbook and Student Diary
Safe and Supportive Environment Policy	Reviewed and Updated	Staff Handbook
Anti-Bullying Policy	Reviewed and Updated	Staff Handbook, Website
Staff Grievance Procedure and Conflict Resolution support process	Review of Policy undertaken and no changes made.	Issued to all staff in Staff Handbook.
Enrolment procedure for full fee paying overseas students	Created 2/11/2010	Staff Handbook
International Students Accommodation Policy	Created 2/11/2010	Staff Handbook
International Students Behaviour Code of Conduct	Created 1/11/2010	Staff Handbook
Overseas Student Course Progress and Attendance Policy	Created 5/11/2010	Staff Handbook
Overseas Student Critical Incident Plan	Created 5/11/2010	Staff Handbook
Overseas Student Deferment, Suspension and Cancellation Policy	Created 2/11/2010	Staff Handbook
Overseas Students Complaints and Appeals Policy	Created 5/11/2010	Staff Handbook
International Student Transfer Request Policy	Created 1/11/2010	Staff Handbook
International Students Policy and Procedures For Approving Accommodation, Support and General Welfare Arrangements For Students Under 18	Created 4/11/2010	Staff Handbook
Procedures for assessing international student's qualifications	Created 1/11/2010	Staff Handbook
International Student Transfer request Assessment Flowchart	Created 1/11/2010	Staff Handbook
Statement on overseas student intake	Created 31/3/2010	Staff Handbook

School Determined Improvement Targets

ACHIEVEMENT OF PRIORITIES

Area	Priorities	Achievements
Primary		
BOS Registration	Finalise documentation for 2011 BOS Registration Inspection.	All curriculum and policy documentation has been updated for registration
Teaching and Learning	Spelling – Introduce THRASS K-6	All staff have been trained in THRASS methodology and the program has been incorporated into the academic program K-6
Facilities and Resources	Additional computer laptop resources and greater ICT integration	Static computer lab has been replaced by banks of laptop computers such that each geographical area has access to a mobile lab with the flexibility of also having small groups of machines available for all classes.
Learning Support	Greater consistency in assessment A-E	Work on rubrics has continued, with grade and stage benchmarking a regular part of Junior / Senior Primary meetings
Secondary		
Teaching and Learning	ICT integration into curriculum, implementing learning strategies, raise awareness of higher order thinking, written literacy across curriculum, strengthen teacher practice, greater rigour in HSC learning culture.	Continued work in these areas through staff professional development meetings and focus on availability of professional development activities.
Student Welfare	Develop mentor role of Tutor, implement and develop pastoral program: transition from Year 6-Year 7, develop leadership capability of students, strengthen co-curricular involvement.	Greater focus within the College on the transition program for students into Year 7. Leadership development continuing through the Pastoral Care Program
Facilities and Resources	Secondary School Program Maintenance, consolidate faculty areas, develop Library, gym, strengthen specialist faculty resources, implement technology hardware - IWBs.	Hardware installed into all Secondary Teaching rooms including IWBs and data projectors.
BOS Registration	Reviewing all policy documents and other documents relating to registration in light of advice given during partial inspection and ensure compliance for 2011 full inspection.	All programs and policies relating to registration have been stored electronically for ease of review and future reference.

2010 PRIORITIES AREAS FOR IMPROVEMENT

Area	Priorities
Primary	
BOS Registration	Successfully complete BOS Registration.
Teaching and Learning	Support teachers with Quality Teaching practices. Review G&T education within the College
Support for teachers and students	Ensure the new management structure meets the needs of all members of the Primary School community.
Facilities and Resources	Replace ICT Lab with increased numbers of laptops and increase access to online educational programs
Assessment	Continue to monitor assessment and reporting processes to ensure consistency Develop Assessment plan to ensure progression from K-6
Creative and Performing Arts	Build on Band program by introducing a Training Band in Primary School
Professional Development	Use the GROWTH coaching model for assist staff to identify and achieve professional goals.
Secondary	
BOS Registration	Finalising documents for BOS registration and continued maintenance of documents electronically.
Teaching and Learning	Continued focus on ICT integration into curriculum, Boys Education focus in relation to strategies during class time, delivering programs of excellence 7-12, focus on academic rigour in the Senior Years 10-12, development of Middle School and Senior school philosophy,
Student Welfare	Development of the mentoring program in Years 11 & 12, Implementation of the Director of Pastoral Care role 7-12, implementation of Middle School and Senior School Year Co-ordinators, development of Middle School and Senior school philosophy, develop leadership capability of students, strengthen co-curricular involvement.
Facilities and resources	Addition of the Covered Learning Area (COLA) and the expansion of the Library with BER funds. Secondary School Program Maintenance. Optional use of electronic versions of texts for some Faculty resources.
Staff development	ICT is a continued focus of improvement. Strong focus on Boys' education for 2011 . Improved staff leadership in curriculum learning areas and in the pastoral care system. Faculty specific needs catered for through Professional Development opportunities outside the College.

Initiatives Promoting Respect and Responsibility

The College wants all students to recognise that they are valued and integral parts of the school community, with parents and staff providing the care and support that engender self esteem, mutual respect and responsibility. There is much scope to develop talents and to learn through experiences. The school works with staff, students and parents from its feeder primary schools in the area on a values-rich program.

Primary

- Motto for Primary School – “Respect for All”
- Rights and Responsibilities developed by students and staff and displayed in poster form in all classrooms and are discussed at the beginning of the year, with the support of a number of visual representations of appropriate behaviour.
- Behaviour Management Policy based on Rights and Responsibilities have been reviewed and modified to reflect the new management structure.
- Student Representative Council (SRC) – has been able to raise enough money to meet our World Vision child sponsorship commitment, and in addition, has contributed to a range of local, national and international causes.
- Primary School leaders have taken on added responsibilities of running daily assemblies, monitoring tuck shop lines and manning the sports shed.
- Leadership opportunities for Stage 2 students are being reviewed with responsibility for monitoring environmental initiatives being passed to Grade 3 students.
- Environmental awards presented to the stage each week with the cleanest and greenest area.

Secondary

- Active Student Executive group
- ‘Tabitha’ excursion to Cambodia
- Anti-bullying program seminars and follow up in Tutor Group
- SEAL (Social and Emotional Aspects of Learning) – understanding yourself and others
- Year 7 Student Representative Council
- Seminars by appointed Police Liaison Officer in Year Group meetings about respect, bullying and harassment, cyber-safety
- Citizens of Today, Tomorrow – Citizenship program
- Drugs/Alcohol (Smoking), Leadership, Love Bites, Peer Support, Motivational Media
- CRS Program – promoting Choice, Respect and Safety
- Leadership weekend which involves the Student Executive members
- Impact Leadership Conference for Student Executive members
- Fortnightly Year meetings where we continually talk about leadership and leading by example
- Socials – three times a year where Year 12 students are encouraged to organize, run and help supervise
- Foundation Day – where students organize the Formal Assembly and Year 12 lead the event
- Weekly Assemblies – where students convene and deliver a ‘Senior Spotlight’ speech
- Participation in community events (eg. Red Cross Appeal, Red Shield Appeal, Shave For Cure, ANZAC Day March)
- ACMA Talk (Addressing Cyber Networking)
- Pastoral Care Week – Year 8
- Fortnightly House Meetings and Chapel Services
- Club Kairos – Weekly Youth Faith Support Meeting

Parent, Student and Teacher Satisfaction

Bishop Drutt College maintains an 'open door' policy with its wider community. Parents are encouraged to participate in a triangulated learning partnership with the teachers and students.

The Principal and Heads of Secondary and Primary Schools encourage an 'open door' policy in their domains. Parents and students are encouraged to raise issues with them directly.

A fortnightly 'College News' newsletter is published and is the major forum for communication of school policies and news with the wider school community. Parents are invited to respond to issues raised in the newsletter – and do so frequently.

There is an enthusiastic Parents and Friends network that works to support the College. The Principal, Head of Secondary, Head of Primary, and Business Manager attend P&F meetings, and parents use that forum to express their satisfaction, or raise questions about the operation of the College.

Parents give generously of their time to support College programs and the education of our children. Much of this help is done with no expectation of individual recognition. Parents regularly attend the Stage 1 Assemblies held each week, where they show great delight in watching our youngest students perform.

Regular Staff Meetings and Staff Briefings canvass staff opinion. Pastoral Care Review and Sports Review canvassed staff and student opinion. An Ongoing Teaching and Learning Review is engaging staff in review of core business of teaching.

There is an ongoing program of Heads of Faculty, Pastoral and Stage Meetings held with Directors and Heads of Schools. These meetings give the wider staff and opportunity to have their views canvassed by line managers with management.

A regular program of Parent/Teacher/Student Interview evenings are held throughout the year. These are heavily subscribed by parents and students. A strong bond with teachers is developed at these meetings.

Students also have a voice through membership of the Student Representative Council, as well as their participation in Tutor Groups, where they have the chance to discuss issues of import to them at the College. They are encouraged to be heard in these fora.

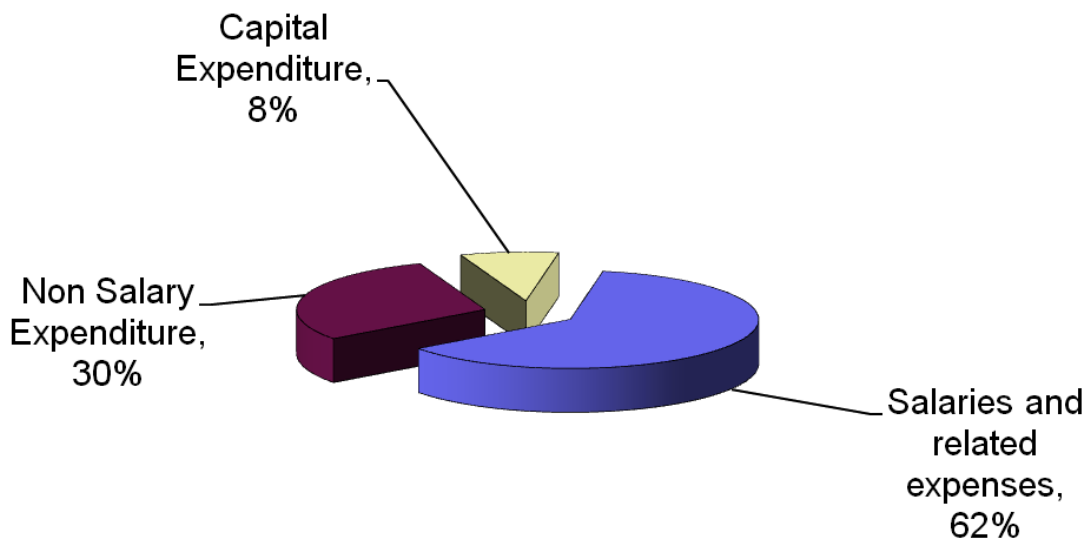
Students are regular contributors to weekly assemblies in Primary and Secondary, where they are free to speak about the various projects in which they are involved or of successes they have had.

A new College website is being designed for launch in 2011. It will enhance communication channels between the school and home - and the wider community.

Financial Information

The following charts show income and expenditure percentages and are a representation of the information provided to the Commonwealth as part of our reporting requirements under the *State Grants (Primary and Secondary Education Assistance) Act 2000*; and in accordance with the agreement between the Commonwealth and the College.

**Bishop DrUITT College
2010 Recurrent & Capital Expenditure**



**Bishop DrUITT College
2010 Recurrent & Capital Income**

