

2022

RED BEND CATHOLIC COLLEGE ANNUAL REPORT



Marist Schools Australia

Dr John Kyle-Robinson

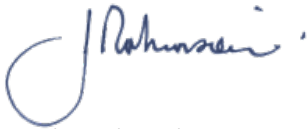
This 2022 Annual Report provides an insight into the vibrant Catholic learning community that is Red Bend Catholic College, Forbes. Red Bend Catholic College is animated by the person and Good News of Jesus Christ and enriched by Marist tradition, spirituality, and approaches to learning and teaching. As a Catholic school in the Marist tradition, we celebrate the life of the Red Bend community captured in this Annual Report.

In this the Sesquicentenary Year of Marist education, we reflect on those first Marist Brothers who perhaps nervously disembarked in Sydney from the ship, the Star of Peace, in 1872 after their journey of 81 days from London. From this humble beginning we consider with gratitude how much Marist life has become part of the fabric of this great nation, especially through the work of Catholic Education. The Founder of the Marist Brothers, St Marcellin Champagnat, had a passion for God expressed in his abiding and deep compassion for young people, especially those most in need. Generations have been inspired by his example of humility, simplicity and audacious courage expressed in and through the education of young people. The spirit St Marcellin and the early founders, with 'hearts that knew no bounds', continues to inspire and encourage us as we, Marist students and teachers, family members, and community members seek to make this generous spirit our own.

This Annual Report provides testimony to the commitment of the College community to its Vision as an expression of Marist life and mission. We celebrate the continued emphasis of the College on the provision of contemporary, life-giving opportunities for all in the community to experience the person of Jesus within the beauty of our Catholic tradition. We acknowledge the achievements of students and teachers, testimony to the pursuit of excellence in learning and teaching and grounded in the belief that every child is precious, and every student can learn. We extend our thanks to all families and the broader College community for your support in the past year, the collective commitment of all to the wellbeing of each other and the strengthening of the partnerships which exist in this most wonderful community.

In presenting some of the life of the College community during the past year and looking to the future with hope, we commend this Annual Report to you and celebrate the ongoing achievements of the students, staff, and the broad family of Red Bend Catholic College, Forbes.

We pray with Mary, our Good Mother, that God will continue to bless the Red Bend community.



Dr John Kyle-Robinson
Regional Director (NSW/ACT)
Marist Schools Australia





Principal's Message

Mr Stephen Dwyer

I am pleased to present the 2022 Annual Report for Red Bend Catholic College. This report provides an overview of life, faith and learning at the College and relevant information on performance and development. Red Bend Catholic College is a vibrant Catholic school in the Marist tradition inspired by the example of St Marcellin Champagnat. The College embraces God's mission with Marian joy, hope and audacity, striving to make Jesus Christ known and loved.

There is no doubt 2022 has been another extraordinary year where COVID and then flooding impacted our lives in so many ways. Once again the school was closed at various times and certain events were postponed or even cancelled. But despite the ongoing disruption of COVID and the floods, there has been a lot to admire about the way the Red Bend community has calmly gone about life and learning. These challenges have highlighted our students' resilience, strength, courage and adaptability.

Our community has been extremely busy and full of life with much to celebrate. What has stood out amongst all that has occurred is a sense of connection to each other and the importance of relationships, our Marist Family Spirit and supporting each other. We are so blessed here at Red Bend in so many ways. Amazing staff, students, families, facilities, learning programs, sporting and co-curricular activities. Each of these contributes to helping make Red Bend the wonderfully vibrant place of life, faith and learning that it is today. Opportunity is everywhere and I am grateful for all those who provide it. I am equally grateful to all of the young women and men of Red Bend who answer the call and recognise the unique opportunity they have to embrace new challenges and experiences.

At Red Bend we are conscious that our students graduate with a mindset and skillset that prepares them to make a difference in the world. We count on them to step up and lead by example in whatever endeavour they encounter. We want our students to be insightful, impactful young citizens who are engaged to make a difference in the lives of their families, communities and indeed this nation. We want them to be empowered to collaborate and build a future that is based on positive relationships; to be young people of integrity who uphold the dignity of people, supporting those who are marginalised, and work for a better future as an ideal for everyone.

This year we reflected on our Marist theme for 2022- Known and Loved- dignity for all. Each one of us desires to be known and loved for who we are as people created in the image and likeness of God. As Marists, we have been called to not only recognise the dignity of every person, but to let the world know about it by the way we live our lives for and with others. It has been a call to roll up our sleeves and to live our spirituality in all we do. Human dignity is the heartbeat of the Gospel, of our Catholic Social Teaching and our Marist story. St Marcellin Champagna the founder of the Marist Brothers said "Love one another as Jesus Christ has loved you...May it be said of all Marists as of the first Christians: 'See how they love one another'". Our prayer and our intent for 2022 has been to ensure that everyone, especially the least, lost, and invisible are 'known and loved' as we strive to uphold, restore and defend the dignity for all. 2022 has been a great year to live our Marist mission courageously through our actions and witness of our lives.

This year we also celebrated 150 years of Marist education in Australia; our Marist Sesquicentenary. It has been a time for celebrating our Marist mission of making Jesus Christ known and loved among the young, especially the most neglected.

Congratulations to the HSC class of 2022 for their outstanding results. I am especially proud of their effort that has led to this success. It is a credit to each of them in how they have navigated their final year at school. The class of 2022 continued to uphold the great traditions of our College through their outstanding achievements not only through their academic results but their successes in the artistic, cultural and sporting domains of the College.

Ella McRae achieved First Place in the state for Primary Industries. This is an incredible achievement for Ella who has shown great resilience and determination in achieving her success. We also congratulate Georgina Stitt who, with Ella McRae, has been listed as a Top Achiever for the HSC of 2022. Top Achievers are students who achieved one of the highest places in the state in a HSC course. We congratulate Georgina as a Top Achiever in Community and Family Studies and Ella as a Top Achiever in Primary Industries. Georgina is also to be congratulated as the 2022 Dux with an ATAR of 96.20. This is an outstanding achievement exemplifying Georgina's conscientious and diligent approach to her studies.

In 2022 65% of the HSC eligible students applied for university and over 90% received early offers. Many students have received multiple offers across a range of institutions. There are also a group of students who completed School Based Apprenticeships and Traineeships and will enter into the workforce in their second year as an apprentice or as a trainee. Throughout 2022 there were 34 students on regular weekly Work Studies placements or VET placements in a variety of industries including administration, agriculture, mechanical, electrical, construction and plumbing. Fifteen of these students have been offered full time employment in 2023 as apprentices.

The College Strategic Improvement Plan 'Inspiring Minds, Hearts and Spirits' has guided us with targeted areas of improvement as essential areas of strategic growth. Through our 2022 Annual Improvement Plan, we have focused on the below specific initiatives in the areas of faith, learning, life, relationships, partnerships in our wider community and sustainability. Through targeted initiatives on focused areas of growth, much has been achieved and is to be celebrated.

- 1.1 Inspire, strengthen and nurture relationships with the wider Catholic Church and the global Marist family, drawing on the intuition, wisdom and grace of the Marist way of living the Gospel.
- 1.4 Identify and support young people most in need so they can flourish and contribute to the common good.
- 2.2 Promote personal best, stronger learning growth and high expectations in all students.
- 2.5 Build capacity of teachers to participate and collaborate in targeted, specific professional development, to enliven a reflective learning culture.
- 2.6 Enhance the use of data in meaningful ways to assess student learning and inform teaching.
- 3.1 Strengthen and celebrate our Marist spiritual family, creating opportunities for people to experience a sense of belonging and commitment.
- 4.3 Extend and enrich partnerships and cultural awareness of Aboriginal and Torres Strait Islander Peoples and other cultural groups and organisations.
- 4.4 Enhance and develop creative partnerships with other schools, vocational and tertiary institutions, employers and local organisations.
- 5.4 Develop and action financial strategies that consider the present and future needs of the College and its parent/carer community.

I want to formally acknowledge the highly professional and committed staff of this College who are entrusted with the care and education of our students. I express my deep admiration and my sincere gratitude to them all. I could not have asked to be with a more dedicated and committed staff. They do everything for this school and its students, and I am very proud of their vocation to young people and their love for this community.

Our College motto 'Through Difficulties to Greatness' highlights the strength and tenacity of our community. Although there have been many challenges in 2022, we have so much to celebrate and be grateful for. Our Marist spirit has been very alive and active in empowering minds, hearts and spirits in life and learning.

May St Marcellin Champagnat and Mary our Good Mother continue to watch over our community.



Mr Stephen Dwyer
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.

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 <https://www.myschool.edu.au/school/43691>

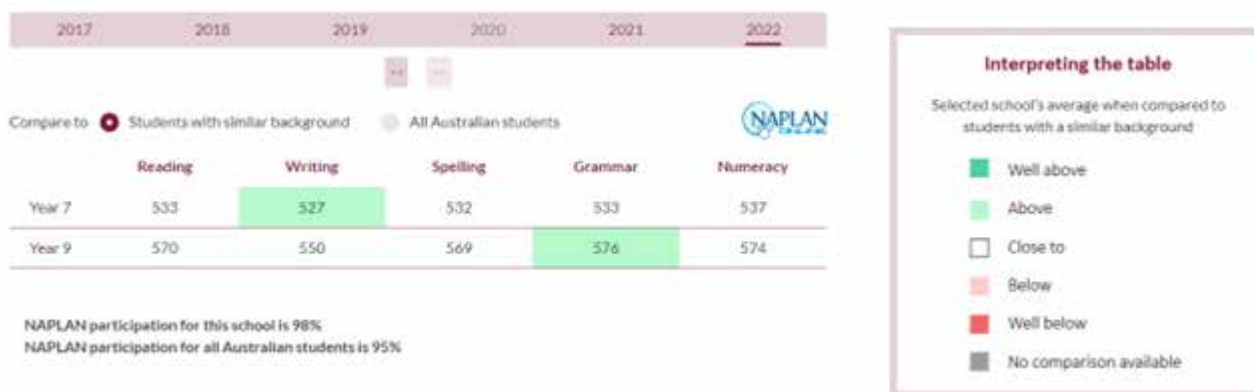


Student Outcomes - NAPLAN

Each year, 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.

As seen in the table below (sourced from the MySchools Website), the highlights from the Year 7 2022 data include that Red Bend Catholic College is close to other statistically similar schools in reading, numeracy and grammar and punctuation. Writing is well above other statistically similar schools. Females are strong in the areas of writing and grammar and punctuation. Continued focus in the areas of numeracy and literacy will be an ongoing focus areas for this group into the future.

Highlights from the Year 9 2022 data include that Red Bend Catholic College is above other statistically similar schools in all test aspects and well above in Grammar and Punctuation (see table below sourced from the My Schools website). All test aspects in Year 9 are below the State average. The Aboriginal students at RBCC continue to do better than other Aboriginal students across the state, with most test aspects in Year 9 higher than other statistically similar school and state averages.



Source: <https://www.myschool.edu.au/>

YEAR 7	Overall Results			Female			Male			Indigenous		
	School	SSSG	State	School	SSSG	State	School	SSSG	State	School	SSSG	State
Reading	533	529	550	536	554	554	517	521	545	504	495	493
Writing	527	523	540	549	539	553	503	505	528	497	486	480
Spelling	532	541	558	551	550	564	510	531	554	462	492	492
Grammar and Punctuation	533	524	544	551	536	552	510	512	536	506	486	481
Numeracy	537	530	560	537	525	552	536	535	567	496	487	487

YEAR 9	Overall Results			Female			Male			Indigenous		
	School	SSSG	State	School	SSSG	State	School	SSSG	State	School	SSSG	State
Reading	571	568	586	578	578	593	562	559	580	541	545	528
Writing	550	556	569	560	574	583	541	538	556	532	523	507
Spelling	569	573	586	576	580	591	562	566	581	544	545	540
Grammar and Punctuation	576	564	585	582	579	594	570	550	576	540	534	521
Numeracy	574	573	596	569	571	590	581	575	601	559	545	541

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 exception 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, 2022, 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 of 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.

NESA'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 NESA 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, 2022, 96 students were eligible for a Record of School Achievement.



Higher School Certificate

In 2022, 89 students sat for HSC (Higher School Certificate) exams.

Courses

Courses that achieved on or above state average results include:

- Agriculture
- Community and Family Studies
- English Studies Exam
- Food Technology
- Maths Standard 2
- Music 1
- Personal Development, Health and Physical Education
- Primary Industries Exam

Courses with improved state averages from 2021 to 2022:

- Biology
- Community and Family Studies
- English Advanced
- Food Technology
- Music 1
- Physics
- Studies of Religion 2
- Visual Arts
- Primary Industries Exam

Students achieved 17 Band 6s in the following courses:

- Community and Family Studies
- Personal Development, Health and Physical Education
- Primary Industries exam
- Agriculture
- Mathematics Standard 2
- Studies of Religion 1



Performance Analysis

Course	Students	Performance Bands 4-6 or E4-E3		Performance Bands 1-3 or E2 or E1	
		School	State	School	State
Agriculture	12	74.98	52.33	25	47.64
Biology	30	50	52.98	50	46.98
Business Studies	19	63.15	64.17	36.83	35.81
Chemistry	9	33.33	63.71	66.66	36.25
Community and Family Studies	18	100	73.28	0	26.67
Construction Examination	3	100	56.66	0	43.29
English Studies Examination	2	0	17.49	100	82.47
English Standard	22	45.45	55.41	54.54	44.55
English Advanced	29	100	93.12	0	6.83
Food Technology	6	66.66	55.88	33.33	27.93
Hospitality Examination	3	66.66	72.04	33.33	27.93
Industrial Technology	14	35.7	50.67	64.28	49.29
Legal Studies	11	63.63	65.5	36.36	34.45
Mathematics Standard 2	41	48.77	53.67	51.21	46.3
Mathematics Advanced	8	62.5	76.23	37.5	23.73
Mathematics Extension I	2	0	73.26	100	26.61
Modern History	10	60	67.41	40	32.56
Music I	2	100	88.77	0	11.2
PDHPE	22	63.62	49.64	36.36	50.32
Physics	7	42.85	67.75	57.14	32.21
Primary Industries Examination	7	100	58.96	0	41.01
Studies of Religion I	40	47.5	79.86	52.5	20.11
Studies of Religion II	10	80	79.12	20	20.86
Visual Arts	6	100	91.62	0	8.35

Senior Secondary Outcomes

VET Programme	Percentage of Students	Percentage attaining VET Qualification
Construction	16	15
Hospitality	17.2	14
Primary Industries	19.7	94

SBAT Programme	Percentage of Students	Percentage attaining SBAT Qualification
Certificate II in Business Services	1	100

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 2022 there were 81 Year 12 students.

The table below is a breakdown of the various known destinations of the class of 2022.

University	TAFE	Traineeship	Apprenticeship	Deferred University / Working	Employment	Unknown
37	2	3	13	9	14	3

Policies

Policies of Red Bend Catholic College are reviewed annually.

Policies are published in Student Handbooks and are available publicly at <https://www.redbendcc.nsw.edu.au/college-annual-reports>

Professional Learning and Teacher Standards

Presently the College has sixty four full time and fourteen part time teachers. Of these, seventeen teachers are Provisionally or Conditionally Accredited with the NSW Education Standards Authority (NESA).

Teaching Standards

Teacher Qualifications	Number of Teachers
Those having formal qualifications from a recognised higher education institution or equivalent.	69
Those having graduate qualifications (e.g. Bachelor degree) but not a formal teaching qualification from a recognised higher education institution or equivalent	2
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.	0

Post Graduate Learning

Post Graduate Qualifications	Number of Teachers
Master of Education	2
Master of Educational Leadership	3
Master of Religious Education	1
Master of Teaching	3
Graduate Diploma in Religious Education	1
Graduate Diploma of Science (Teacher Librarianship)	1
Graduate Certificate in Religious Education	2
Certificate II Hospitality	2
Certificate IV Training and Assessment	5
Certificate II Agriculture	3
Certificate II in Horticulture	1
Certificate II Emergency Medical First Response	1
Certificate IV Small Business Management	1
Grad Cert in Highly Accomplished Lead Educational Practice	1
Grad Cert in Career Education and Development	1

One teacher is currently enrolled in the following Postgraduate Course: Masters of Educational Leadership.

Professional Learning

Key Learning Area	Professional Development
English	<ul style="list-style-type: none"> • Kicking Off- A Strong start for Stage 4&5 • Literacy in English • Strategies to assist Struggling Readers • Developing Students Oracy • Word Torque • NAPLAN marking • “Truly, Madly, Deeply” ETA Annual Conference • Seven Steps to Creative Writing • HSC Marking English
Human Society and Its Environment	<ul style="list-style-type: none"> • HTANSW Reflections on Modern Exam • Teacher Training: Modern History Development • Modern History HTANSW Stage 6 Development Day • Unpacking the HSC Geography Exam • NAPLAN 2022 Marking • Shark Tank Entrepreneurial training • Business Studies Exam Prep • Intro to teaching Stage 6 Ancient History • 2022 HSC Marking Business Studies & Geography, Legal Studies • Introduction to teaching stage 6 Modern History • Legal Studies Annual Conference
Mathematics	<ul style="list-style-type: none"> • Designing a differentiated Mathematics classroom conference • 2022 MANSW Regional Conference • 2022 MANSW Annual Conference • HSC Marking Ext. Maths & Mathematics • The Inspiring Mathematics Program Initiative Program
Science	<ul style="list-style-type: none"> • Meet the markers HSC Science • Formative Assessment with Dylan Williams • Stage 6 conference
Religious Education	<ul style="list-style-type: none"> • Marist Game Changers Faith Formators Conference • REC Cluster Meeting - Sem 1 • HSC Marking 2022
Agriculture	<ul style="list-style-type: none"> • Aquaponics Course • Safely removing bogged vehicles course
Creative and Performing Arts	<ul style="list-style-type: none"> • Art on Trial- Strategies for Teaching Secondary Art History and Art Criticism
Personal Development, Health and Physical Education	<ul style="list-style-type: none"> • CAFS & PDHPE HSC seminar days • Enhancing Student Literacy • HSC Marking PDHPE
Technological and Applied Studies	<ul style="list-style-type: none"> • Short welding course
VET	<ul style="list-style-type: none"> • Primary Industries Teacher Orientation Days • VET Cert II upgrade • VET Symposium CSNSW • VET Cookery Upgrade & Assessment planning • Cookery Update Hospitality Course

Professional Learning

Key Learning Area	Professional Development
Teaching and Learning	<ul style="list-style-type: none"> • Efficacy Project- Reducing Change to increase Improvement • Decourcy Introduction to Analysis 1 • RAP Analysis CSNSW • NESAs Briefing session for new 7-10 Syllabus • Racing toward new Frontiers: Teacher Librarians Steering to Success
Learning Support	<ul style="list-style-type: none"> • Transition from school to work Meeting • Literacy Essentials- Science of Reading Essentials • Learning Difficulties Essentials- Understanding & Responding • CS NSW Disability Support Network Meeting • Educating students with an acquired brain injury • Inter Diocesan Sector Moderation Day (funding updates training) • Disability Network Day- NCID • Disability Network Meeting- NCCD & NDIS updates • Macqlit Professional Development workshop
Careers	<ul style="list-style-type: none"> • ADFA/UNSW Information Session and Tour • University of Sydney Regional Careers Advisers and Teachers Conference • TAFE G.R.O.W Graduation • Customized Employment Works: Making employment a reality for people with disability • Careers Advisors Annual Conference
Student Wellbeing	<ul style="list-style-type: none"> • Aboriginal & Torres Strait Islander Youth Mental Health First Aid • Catholic Schools NSW Aboriginal & Torres Strait Islander Education Conference 2022
School Counsellor	<ul style="list-style-type: none"> • Clinical Supervision- Feb, Apr, May, Jun, Aug, Sep, Dec • School Refusal Workshop • Case Management practice in schools- navigating the complexities
Boarding	<ul style="list-style-type: none"> • ABSA- Youth Mental Health and Well-being for Boarding • Aboriginal Accidental Counsellor Program • Understanding, Dealing with Preventing Addiction
Leadership	<ul style="list-style-type: none"> • 2022 Autumn Leadership Program • Decourcy- Leading the Analysis • Decourcy HSC Detailed Data Analysis Reading (Course 2) • Brave Leadership: An exclusive dare to lead • LawSense School Law • Executive/Leadership & Boarding MSA Review • Principal Interview Panel- Professional Development in Leadership • Marist Schools Australia Biennial Conference
Other	<ul style="list-style-type: none"> • First Aid • CCI Client Briefing- Transparency and update on Insurance policies and claim loadings • Diocesan Finance Meetings • Bathurst Diocesan Sports Coordinators Meeting
Marist Formation	<ul style="list-style-type: none"> • Marist Faith Formators Colloquium • Marist Footsteps Program • Marist Footsteps 2 Program • Connecting Catholic Communities- Theory of Change Workshop

Workforce Composition

Role	Number
Principal	1
Deputy Principal	1
Director of Curriculum and Staff	1
Director of Learning, Teaching and Compliance	1
Director of Faith Formation	1
Director of Students	1
Director of Boarding	1
Business Manager	1
Faculty Coordinator	11
Administration Coordinator	1
House Coordinator	6
Faculty Assistant Coordinator	3
Special Coordinator	5
Teacher Librarian	1
Teacher	41
Counsellor	2
Boarding Staff	14
Health Centre Staff	2
Administrative Staff	12
Ancillary Staff	19
Building Operations Staff	10
Cleaning and Laundry Staff	12
Catering Staff	10
TOTAL	157

Student Attendance, Population and Retention

Student Attendance

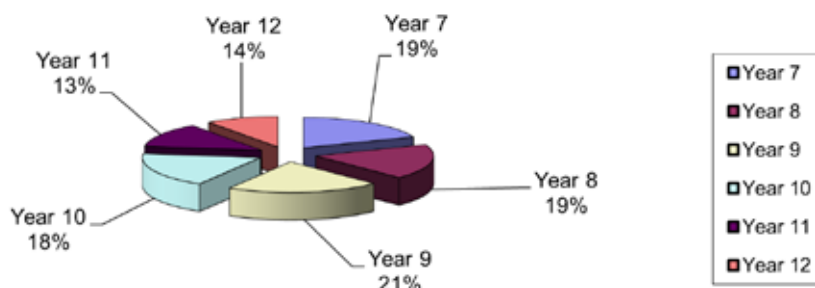
The whole school attendance in 2022 was 87.08%

Year Level	Average Attendance	>=90	Total Students
7	88.82%	60	154
8	86.13%	82	153
9	85.49%	99	175
10	88.19%	65	146

Student Population

In August 2022 there were 802 students enrolled at Red Bend Catholic College. The gender breakdown was 368 boys and 434 girls.

Student Population by Year Level 2022



Year Level	Students			Boarders			Day (Total)	Indigenous (Total)
	Male	Female	Total	Male	Female	Total		
7	72	81	153	14	14	28	125	26
8	68	80	148	12	14	26	122	24
9	77	92	169	13	9	22	147	33
10	69	79	148	13	15	28	120	20
11	46	58	104	12	16	28	76	6
12	36	44	80	4	9	13	67	17
TOTAL	368	434	802	68	77	145	657	126

Student Retention Rates

Apparent versus Actual:

When reviewing the Year 10 enrolments in 2020 and then comparing them to enrolment numbers in Year 12 in 2022, the results are 119 and 80 respectively. It would appear that 39 students have left over this period, when in reality 47 students left and 8 new enrolments took place. Red Bend Catholic College is a boarding school that attracts students in Year 11 who consistently finish Year 12. This shows a retention rate of actual students enrolled from the original enrolment of Year 10 to Year 12 of 61% and new enrolments of 10% in reality, not 67% which on first glance the data would seem to indicate.

Management of 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.

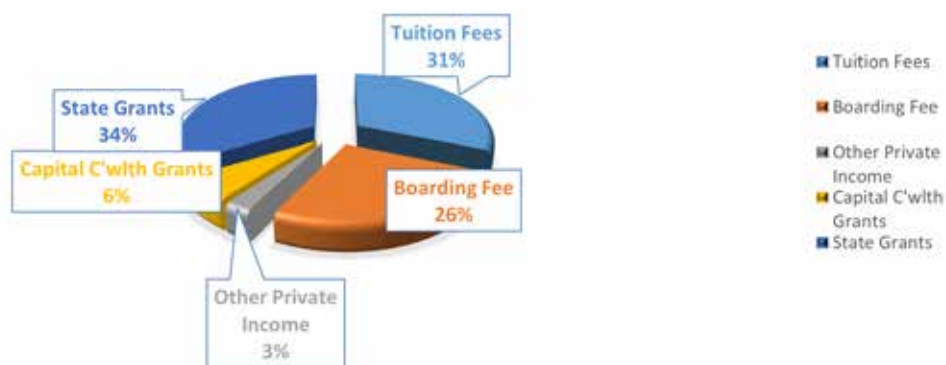
Any student who arrives late for school, reports to the front office to sign in and receive a late note from the Student Service Office (SSO) to present to their class teacher.

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.

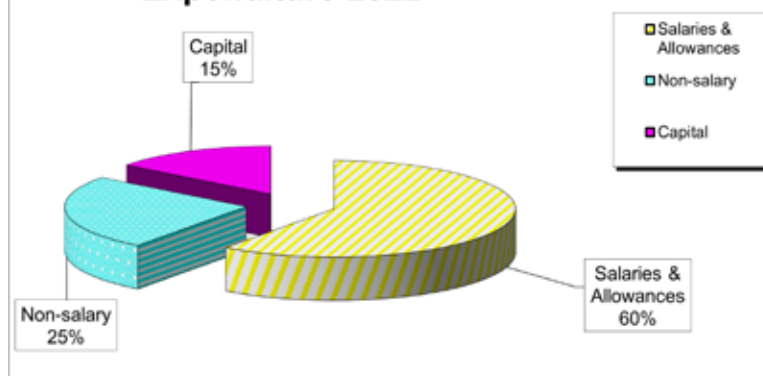
Cumulative totals are collated each day and if a student has more than 3 unexplained absences, the Pastoral Care teacher of that student is asked to make contact with the Parents / Carers and ascertain what can be done by the school to help with their attendance. If a student's absence cannot be explained 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.

Financial Information

RECURRENT AND CAPITAL INCOME 2022



Recurrent Expenditure 2022



Respect and Responsibility

Pastoral Care

Pastoral Care at Red Bend Catholic College reflects the life and teachings of Jesus Christ and seeks to answer the call to discipleship, as exemplified by Mary. The practice which flows from this source, recreates a learning and teaching environment which is filled with faith and hope, is just and compassionate and is culturally inclusive of all who comprise the community.

Peer Support

Red Bend Catholic College is a member school of the Peer Support Foundation. Peer Support is run during 1st term for Year 7's with the College running the 'Facing our Challenges' program which focuses on Resilience, to support students to develop the skills, knowledge and attitudes that will equip them to cope more effectively with situations and circumstances they find challenging.

The Year 7 students work through a program under the guidance of Year 10 leaders, meeting once a week to develop skills focusing on Optimism, Empathy, Positive self-talk, Perseverance, Resilience and Coping. Interaction between the leaders and the new Year 7 students allows them to feel connected to the school and have an older support person, should the need arise. Peer Support is an important part of the College's induction program for Year 7 and also allows the Year 10 students to develop leadership skills.

Prayer and Liturgical Life

A whole school Mass is celebrated once per term where all students and staff attend and parents are invited. Liturgies are also celebrated during Holy Week and some feast days, 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.

Social Justice

Social Justice Initiatives include:

- Partnership with a Marist school in Bangladesh – fundraising and immersion program
- A St Vincent de Paul group who work within the school and in the wider community
- Outreach activities in local community providing gardening and cleaning services to people in need
- Fundraising for missions through Project Compassion Week in term 1 and Mission Week in term 3
- Support of numerous charities throughout the year, e.g. Bandana Day, Cystic Fibrosis, Red Cross Appeal, etc

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. Parents are invited and participate in whole school liturgies and events. Parents are encouraged to be actively involved in the content of Religious Education classes.

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

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



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, surveys 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. Parents are invited to provide feedback through parent consultation.

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, wellbeing surveys, staff thank you 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.



