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2020 ANNUAL REPORT



FAITHFULNESS IN SERVICE

BDC
BISHOP DRUTT COLLEGE
COFFS HARBOUR

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Theme 1: A Message from Key School Bodies

Message from the Chairperson of the College Council - Mr David Ford

'COVID' was the top word of 2020 according to the Global Language Monitor, an American data-research company that tracks trends in worldwide use of the English language. COVID and the Bishop Druitt College response to COVID certainly dominated 2020. The college responded quickly and with innovative and caring solutions to our families' needs. The staff worked extremely hard to prepare an online response that was second to none in our region and included structured online lessons using a variety of platforms including Zoom, Google Meet, Google Classroom, Edumate, Youtube, Clickview, Maths Pathways, Education Perfect, and Seesaw. Hard copies of booklets with fun games and jigsaw puzzles were delivered to every home in our community in the primary years. The college established safety protocols quickly and all cleaning, canteen, administration and maintenance staff mobilised to support these changes. The COVID experience for BDC created an opportunity to continue to build our community and the confidence and growth we experienced as a result of our 2020 experiences are still be felt well into 2021.

Message from the Principal - Mr Nick Johnstone

Bishop Druitt College is an exciting community that is not only a hub for great teaching and learning but also a place that our staff and our families cherish and can be proud of. There was much to be excited about in 2020, despite the issues of COVID. I have touched on just a sample of these:

- Student Wellbeing Hub - launched March - a facility that supports K-12 wellbeing with dedicated counselling, chaplaincy and gathering spaces to support proactive wellbeing and social betterment projects. The Student Wellbeing Hub is the home to our Goori Group, Human Rights Group, Environment Group, LGBTIQ+ Group and our Breakfast Club.
- New Head of Primary - we welcomed Mr Richard Smith who was appointed mid-year after our previous head, Mrs Karin Lisle, took up the role as principal at Clarence Valley Anglican School.
- At the start of 2020, BDC purchased the 'house on the hill'. BDC House as it is now known will feature in our future master plan initiatives.
- COVID-19 response - redeploying staff, focussing on pastoral connections, and delivering a second to none online and personally delivered learning program. The college staff displayed comradery, strength, innovation, and integrity during the year. The college was the first in our region to provide an effective online program. The college focus was 'student-first'.
- Curriculum development - new curriculum developments with Maths Pathways (Years 5 to 7), Kaizen (Years 5 to 8), and the first year of World Options electives in Year 9 continued despite COVID. This fresh new curriculum has become a centerpiece to the college's drive to ensure learning remains relevant, agile, engaging and student-focussed.
- Investigation Centre - this new facility at the entry to the college was designed to complement our Stage 1 Walker Learning approach. Several other schools in regional NSW have now visited the college to see this success in action.

- Facilities expansion - planning for both the Adventure Playground and the Garra-Garraj Dance Studio took place in 2020 with the construction of the Dance Studio almost at completion.
- Biannual survey results from the AISNSW's Perspectives Survey conducted in April and May indicated that BDC is rated above parental expectations in all 5 domains including Community Building, Student Wellbeing, School Environment, Teaching and Learning, and Leadership.

COVID and the other regional stresses of drought, bushfire, and high youth unemployment did not halt Bishop Druitt College's success in 2020. The college again ranked in the top 200 in the state based on ATAR and HSC results, grew in student numbers and built upon its reputation as community leaders in education.

Message from the Parents and Friends Association President - Mrs Krystal Morris

The Bishop Druitt College P&F Association were very proud of the college and their proactive response to COVID. The Association was unable to function in our normal manner; however, we too went online to continue the social connections of the group. The association contributed to the outdoor education program with the purchase of 30 4-person tents as well as helped support the positive bathrooms project and the Seabin that protects marine life in the Coffs Harbour Marina. The key fundraising event occurred prior to COVID - our Mud Run. I am sure this will feature in future years.

Message from the Class of 2020 - Student Representative - Lucy Garner

After all that's happened in the year our graduation went ahead. We dressed, we walked the red carpet and ate delicious cannolis. I think it is unanimous that it was, despite the uncertainty and the changes, an exciting finish to our 13 years of schooling. On behalf of the class of 2020, we thank the college for their support throughout this unprecedented year.



Theme 2: Contextual Information about the School

Characteristics of the Student Body

Bishop DrUITT College is an independent, co-educational Kindergarten to Year 12 Anglican school situated on the Mid-North Coast of New South Wales. The aim of the college is to transform lives through the provision of an excellent education derived from our philosophy of experiential learning. Established in 1994, Bishop DrUITT College is a young school that has experienced phenomenal academic success and growth in a short time frame. With strong community support and an enviable record across NAPLAN, HSC and ATAR data sets, the college has developed an outstanding reputation for balancing academic excellence and pastoral care of the individual. The college is also well known for our performing arts programs, sporting academies and pathways, as well as innovative careers programs and our dedication to service learning.

Bishop DrUITT College caters to a diverse community, with students representing over 40 different languages and cultures. In 2020 there were 1065 students, of whom 633 were in the secondary years. There were 51% boys and 49% girls throughout the school. In addition, 5% of the students are Aboriginal or Torres Strait Islanders which is in line with community percentages but well above national figures. Another 6% of the students have a language background other than English. This is also in line with community percentages.



Theme 3: Student Outcomes in Standardised National Literacy and Numeracy Testing

NAP annual assessments, including NAPLAN, were cancelled for 2020 due to the COVID-19 pandemic. 2019 data has been included in this report.

National Assessment Program Literacy and Numeracy 2019

Top-Performing School on the Coffs Coast

Of the 20 testing parameters, Bishop Druitt College students achieved above the state mean in 16 areas. We rated significantly above (>14 points above) the state mean in Year 3 reading, Year 5 grammar and punctuation, Year 5 reading, Year 5 numeracy, Year 7 grammar and punctuation, Year 7 reading, Year 7 numeracy, Year 9 reading and Year 9 numeracy.

The 2019 students rated above the state mean in Year 3 grammar and punctuation, Year 5 writing, Year 7 spelling, Year 7 writing, Year 9 grammar and punctuation, Year 9 spelling and Year 9 writing. There are two areas of focus identified in this year's results: Year 3 writing, and spelling in all years. Across the board, NAPLAN results were significantly higher than state means, with numeracy and reading being particular highlights.

Year Level 3	Grammar & Punctuation	Reading	Spelling	Writing	Numeracy
School	457.4	454.8	426.2	426.6	410.9
State	448.07	436.99	428.57	429.63	414.82
Differential	9.33	17.81	-2.37	-3.03	-3.92

Year Level 5	Grammar & Punctuation	Reading	Spelling	Writing	Numeracy
School	522.1	529.0	506	490.2	525.4
State	505.83	509.13	508.28	479.19	501.35
Differential	16.27	19.87	-2.28	11.01	24.05

Year Level 7	Grammar & Punctuation	Reading	Spelling	Writing	Numeracy
School	565.4	576.5	557.8	519.6	583.8
State	545.98	549.62	553.33	516.89	560.83
Differential	19.42	26.88	4.47	2.71	22.97

Year Level 9	Grammar & Punctuation	Reading	Spelling	Writing	Numeracy
School	582.9	615.5	592.4	558.2	614.4
State	579.01	586.56	590.5	552.33	599.68
Differential	3.89	28.94	1.9	5.87	14.72

Theme 4: Senior Secondary Outcomes (Student Achievement)

Information on Granting of Record of School Achievement (RoSA)

The school did not have any students that required the award of a Record of School Achievement in 2020.

HSC Results Compared to Statewide Performance and Trends in Student Performance

The class of 2020 showed that they were able to overcome significant challenges through outstanding academic and wellbeing support during what will go down as a momentous event in education due to COVID-19.

'Our students continually lead the region, again we were the best ranked school on the Coffs Coast by a significant margin'.

Our staff led by their heads of faculty have initiated the most innovative educational programs, with Kaizen electives from Year 5 to 8 and World Options electives in Years 9 and 10. These provide structured high-potential and gifted programs where students are not withdrawn from class, but are guided within our transformational elective structure that continues all the way through to accelerated subjects and early completion of HSC courses for our dedicated learners. It is significant to note that parents on the North Coast are provided with options for education that challenge metropolitan offerings.

Students undertaking our extension subjects and accelerated offerings performed incredibly well, with 41 E4 and E3 results from a cohort of 78. The pastoral team provided much needed support for our students. Year 12 Coordinator Mr Mick Klipin and Director of Student Wellbeing Mrs Sue O'Connor provided strength and guidance to foster students' wellness on their journeys to success, along with the Wellbeing Team that includes two school counsellors and a third coming in 2021.

Our ten school captains (Leadership, Academic, The Arts, Sporting and Service) and six house captains led the HSC cohort and we watched in admiration as they all supported their peers throughout their journey. So much was raised for worthy charities, so much time dedicated to helping those in need, and we could not be more proud of our 2020 alumni and we will continue to watch their achievements into the future. They are truly world prepared.

From a cohort of 78 students who completed their HSC this year:

- Top performing school on the Coffs Coast
- State ranking of 189, in the top 200 schools again - 100 places above the nearest school on the Coffs Coast
- Dux of the year Megan Ussher gained an ATAR of 97.45, with five other students close in the 95-97 range
- At least 12 students with an ATAR over 90 out of a cohort of only 78 - 15% of the cohort
- Extension subjects leading the region with 10 x E4 and 29 x E3 results
- 92% of students received at least one Band 4 or above
- 52 Band 6 or Notional Band 6/E4 results from the 2020 graduate cohort
- 22 Band 5, 6, or E3/E4 results from the Year 11 accelerated (2021 graduate) cohort
- 126 Band 5 or Notional Band 5/E3 results with 62% of learners achieving at least one Band 5 or 6 result, from the 2020 graduate cohort
- Over 85% of the cohort with early entry offers for university before HSC results were even released

- 6 student-based apprenticeships, 5 SCU Headstart course completions (early entry with semester course university credit), 8 full-time apprenticeships/traineeships secured, 9 external TAFE VET students
- All graduates met for individually-tailored career appointments, which converted into our fantastic 85% early entry university offers and multiple scholarships through dedicated time and exposure to post-school options

Nominations

- Visual Arts - ARTEXPRESS nomination- Ebony Casagrande 'Release'
- Design and Technology - InTech and Shape Nomination - Charlie Alderman
- Music - ENCORE nomination - Sam Goodwin and Stephen Chang
- Textiles - Shape and Textstyle nomination -Sarah Fahey
- Drama - OnStage nominations for individual performances - Jonah Bedford, Meg Denman, Emily Pavey and Mitchell Hodges

Scholarships

- ANU Scholarship - Jessie Woodward
- ANU Scholarship - Lucy Garner
- University Scholarship - Lucy Alkemade
- UNE Vice-Chancellor's High Achievement Prize - Emily Meacham
- UNE Vice-Chancellor's High Achievement Prize - Kenya Whelan
- University of Newcastle Scholarship - Isabelle Watson
- SCU Vice-Chancellor's Scholarship - Bianca De Jong

ATAR Honour Board

Academically, the 2020 cohort was extremely successful.

This was also demonstrated by our 12 students who achieved an ATAR of over 90. This is 15% of Year 12. Congratulations to Christian Albina, Lucy Alkemade, Angus Longworth Browne, Stephen Chang, Lucy Garner, Samuel Goodwin, Emily Meachan, Megan Ussher (ATAR of 97.45 and 2020 Dux), Luke Walker, Isabelle Watson, Samuel Wilson and Jessica Woodward.

Once again, BDC had a significant number of students on the distinguished achievers' list (Band 6 or E4). A Band 6 is a score between 90-100%.

Five Band 6 Results

Five Band 6 results (including one Notional Band 6 from Mathematics Extension 2) were achieved by Angus Longworth-Browne.

Four Band 6 results

Four Band 6 results or equivalent (E4 or notional Band 6) were achieved by Stephen Chang (plus 2 Band 5), Emily Meacham (plus 1 Band 5) and Megan Ussher (plus 1 E3 and 1 Band 5).

Three Band 6 Results

Three Band 6 results or equivalent were achieved by Christian Albina (plus 1 Band 5), Ebony Casagrande (plus 2 Band 5), Luke Walker (plus 3 Band 5) and Jessie Woodward (plus 2 Band 5).

Two Band 6 Results

Two Band 6 results or equivalent were achieved by Charlie Alderman (plus 2 E3 and 1 Band 5), Meg Denman (plus 1 Band 5), Lucy Garner (plus 2 E3 and 2 Band 5), Tom O'Dell (plus 2 E3) and Sam Wilson (plus 1 E3 and 2 Band 5).

One Band 6 Result

One Band 6 result was achieved by Anthony Abela (plus 1 Band 5), Cassandra Bamford, Edward Berger (plus 1 E3 and 3 Band 5), Sarah Fahey (plus 1 Band 5), Alexis Gunther (plus 1 E3 and 2 Band 5), Jake Kramer, Freya Lamont (plus 3 Band 5), Imogen Leary (plus 1 Band 5), Alli Martin (plus 1 Band 5), Charlie O'Grady (plus 1 E3 and 2 Band 5) and Isabelle Watson (plus 4 Band 5).

Other high achievers included Lucy Alkemade with 6 Band 5 and 1 E3, Samuel Goodwin with 5 Band 5 and 1 E3, Kyle Lang with 3 Band 5 and 2 E3, Jonah Bedford with 5 Band 5, Georgia Hansard with 4 Band 5 and 2 E3, Alcohol Jok with 4 Band 5 and 1 E3, Asra Salman with 3 Band 5 and 1 E3, Samuel Parkes with 3 Band 5 and Kaitlyn Lastavec with 4 Band 5. Emily Pavey, Kate Murray, Shannon Stafford and Saskia Brown gained 2 Band 5 results, Jordan Hill 2 E3 and Bailey Kapukaya 1x E3. Charlotte Bell, Brianna Malouf, Rachel Neumann, Colby Noble, Tess Parker-Reynolds, Luke Peadon, Lily-Rose Powell, Lillian Redmond, Denver Petersen and Mitchelle Hodges gained 1x Band 5.

Accelerated Success

Our accelerated students in Year 11 had some fantastic achievements in the Mathematics and Mathematics Extension 1 high-potential and gifted pathway, as well as in Business Studies, Studies of Religion 2 and Japanese. Madeline Howard and Mitchell Maloney both received Band 6 in Mathematics and E4 in Mathematics Extension 1, while Mia Benson achieved a Band 6 in Japanese. Bailey Carson, Natasha Watson-Merritt and Xanthe Rose all achieved a Band 5 in Mathematics and E3 in Maths Extension 1. Lauren De Waal achieved two Band 5 results, while one Band 5 was achieved by Maxyn Dorz, Lachlan Eichman, Natalie Giri, Sarah O'Connor, Xanthe Rose, Ellie Spain, Hasan Salman and Michael Spinoglio.

Most courses have had level trending, or slight upward trending over the past three years. A trend that has occurred is a greater uptake in extension courses and upper bands E3 and E4 across all extension subject areas over the last decade.



HSC Performance by Subject

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3-6	Band 1-2
Ancient History	2020	9	School: 9 (100%) statewide:(84.5%)	School: 0 (0%) statewide:(15.5%)
	2019	6	School: 6 (100%) statewide:(85%)	School: 0 (0%) statewide:(15%)
	2018	10	School: 9 (90%) statewide:(85%)	School: 1 (10%) statewide:(15%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3-6	Band 1-2
Biology	2020	25	School: 22 (88%) statewide:(89.5%)	School 3 (12%) statewide:(10.5%)
	2019	27	School: 25 (93%) statewide:(87%)	School 2 (7%) statewide:(13%)
	2018	31	School: 27 (87%) statewide:(87%)	School 4 (13%) statewide:(13%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3-6	Band 1-2
Business Studies	2020	36	School: 6 (83%) statewide:(83%)	School 3 (12%) statewide:(17%)
	2019	14	School: 1 (93%) statewide:(84%)	School 2 (7%) statewide:(16%)
	2018	13	School: 0 (100%) statewide:(87%)	School 4 (13%) statewide:(13%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3-6	Band 1-2
Chemistry	2020	7	School: 7 (100%) statewide:(91.5%)	School 0 (0%) statewide:(9.5%)
	2019	18	School: 17 (94%) statewide:(88%)	School 1 (6%) statewide:(12%)
	2018	17	School: 16 (94%) statewide:(89%)	School 1 (6%) statewide:(11%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3-6	Band 1-2
Community and Family Studies	2020	6	School: 6 (100%) statewide:(91%)	School 0 (0%) statewide:(9%)
	2019	9	School: 8 (94%) statewide:(89.5%)	School 1 (11%) statewide:(10.5%)
	2018	6	School: 6 (100%) statewide:(87%)	School 0 (0%) statewide:(13%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3-6	Band 1-2
Construction Examination	2020	5	School: 5 (100%) statewide:(93%)	School 0 (0%) statewide:(7%)
	2019	6	School: 6 (100%) statewide:(91.5%)	School 0 (11%) statewide:(9.5%)
	2018	6	School: 5 (84.5%) statewide:(95%)	School 1 (16.5%) statewide:(5%)



Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3-6	Band 1-2
Drama	2020	14	School: 14 (100%) statewide:(98%)	School 0 (0%) statewide:(2%)
	2019	10	School: 10 (100%) statewide:(98%)	School 0 (0%) statewide:(2%)
	2018	13	School: 13 (100%) statewide:(97.5%)	School 0 (0%) statewide:(2.5%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3-6	Band 1-2
Economics	2020	6	School: 6 (100%) statewide:(91.5%)	School 0 (0%) statewide:(8.5%)
	2019	9	School: 9 (100%) statewide:(92.5%)	School 0 (0%) statewide:(7.5%)
	2018	7	School: 8 (86%) statewide:(92.5%)	School 1 (14%) statewide:(7.5%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3-6	Band 1-2
Engineering Studies	2020	7	School: 6 (100%) statewide:(92%)	School 0 (0%) statewide:(8%)
	2019	0		
	2018	7	School: 6 (86%) statewide:(91%)	School 1 (14%) statewide:(9%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3-6	Band 1-2
English Advanced	2020	58	School: 56 (96.5%) statewide:(99%)	School 2 (3.5%) statewide:(1%)
	2019	58	School: 57 (98.5%) statewide:(98.5%)	School 1 (1.5%) statewide:(1.5%)
	2018	59	School: 57 (96.5%) statewide:(96.5%)	School 2 (3.5%) statewide:(3.5%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands E2-E4	Band E1
English Extension 1	2020	10	School: 6 (90%) statewide:(99.5%)	School 1 (10%) statewide:(0.5%)
	2019	12	School: 9 (100%) statewide:(99.5%)	School 0 (0%) statewide:(0.5%)
	2018	10	School: 8 (100%) statewide:(99.5%)	School 0 (0%) statewide:(0.5%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands E2-E4	Band E1
English Extension 2	2020	10	School: 7 (100%) statewide:(99%)	School 0 (0%) statewide:(1%)
	2019	12	School: 3 (100%) statewide:(99.5%)	School 0 (0%) statewide:(0.5%)
	2018	10	School: 6 (100%) statewide:(99%)	School 0 (0%) statewide:(1%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3-6	Band 1-2
English Standard	2020	20	School: 14 (70%) statewide:(89%)	School 6 (30%) statewide:(11%)
	2019	25	School: 21 (84%) statewide:(88%)	School 4 (16%) statewide:(12%)
	2018	24	School: 19 (79%) statewide:(85%)	School 5 (21%) statewide:(15%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3-6	Band 1-2
French Continuers	2020	3	School: 3 (100%) statewide:(97%)	School 0 (0%) statewide:(3%)
	2019	2	School: 2 (100%) statewide:(97%)	School 0 (0%) statewide:(3%)
	2018	4	School: 4 (100%) statewide:(96.5%)	School 0 (0%) statewide:(3.5%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands E3-E4	Band E1-2
History Extension	2020	2	School: 7 (50%) statewide:(76%)	School 1 (50%) statewide:(24%)
	2019	5	School: 4 (80%) statewide:(77%)	School 1 (20%) statewide:(23%)
	2018	2	School: 2 (100%) statewide:(79%)	School 0 (0%) statewide:(21%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3-6	Band 1-2
Hospitality (Kitchen Operations)	2020	6	School: 6 (100%) statewide:(74.5%)	School 0 (0%) statewide:(25.5%)
	2019	4	School: 4 (100%) statewide:(67%)	School 0 (0%) statewide:(33%)
	2018	8	School: 6 (75%) statewide:(69%)	School 2 (25%) statewide:(31%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3-6	Band 1-2
Industrial Technology	2020	5	School: 5 (100%) statewide:(81%)	School 0 (0%) statewide:(19%)
	2019	0		
	2018	0		

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3-6	Band 1-2
Italian Beginners	2020	6	School: 3 (100%) statewide:(89.5%)	School 0 (0%) statewide:(10.5%)
	2019	6	School: 5 (83.5%) statewide:(89%)	School 1 (16.5%) statewide:(11%)
	2018	4	School: 4 (100%) statewide:(86%)	School 0 (0%) statewide:(14%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3-6	Band 1-2
Japanese Continuers	2020	4	School: 4 (100%) statewide:(95%)	School 0 (0%) statewide:(5%)
	2019	0		
	2018	2	School: 2 (100%) statewide:(95.5%)	School 0 (0%) statewide:(4.5%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3-6	Band 1-2
Legal Studies	2020	7	School: 3 (86%) statewide:(89%)	School 1 (14%) statewide:(11%)
	2019	8	School: 8 (100%) statewide:(84%)	School 0 (0%) statewide:(16%)
	2018	6	School: 6 (100%) statewide:(86%)	School 0 (0%) statewide:(14%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3-6	Band 1-2
Mathematics Advanced <i>known as Mathematics in 2019/18</i>	2020	36	School: 34 (94.5%) statewide:(96%)	School 2 (5.5%) statewide:(4%)
	2019	31	School: 27 (87.5%) statewide:(92.5%)	School 4 (12.5%) statewide:(7.5%)
	2018	26	School: 19 (100%) statewide:(92.5%)	School 7 (27%) statewide:(7.5%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands E2-E4	Band E1
Mathematics Extension 1	2020	21	School: 7 (95%) statewide:(94.5%)	School 1 (5%) statewide:(5.5%)
	2019	13	School: 4 (100%) statewide:(95.5%)	School 0 (0%) statewide:(4.5%)
	2018	16	School: 2 (100%) statewide:(96%)	School 2 (12.5%) statewide:(4%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands E2-E4	Band E1
Mathematics Extension 2	2020	12	School: 12 (95%) statewide:(97%)	School 1 (5%) statewide:(3%)
	2019	14	School: 14 (100%) statewide:(97%)	School 0 (0%) statewide:(3%)
	2018	9	School: 6 (67%) statewide:(96%)	School 3 (33%) statewide:(2%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3-6	Band 1-2
Mathematics Standard 2	2020	34	School: 27 (79%) statewide:(75.5%)	School 7 (21%) statewide:(24.5%)
	2019	39	School: 34 (87%) statewide:(83.5%)	School 5 (13%) statewide:(16.5%)
	2018			

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3-6	Band 1-2
Mathematics Standard 2	2020	3	School: 2 (67%) statewide:(92%)	School 1 (33%) statewide:(18%)
	2019	39	School: 34 (83.5%) statewide:(84.5%)	School 5 (17.5%) statewide:(15.5%)
	2018			

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3-6	Band 1-2
Music 1	2020	3	School: 3 (86%) statewide:(98%)	School 0 (0%) statewide:(2%)
	2019	12	School: 12 (100%) statewide:(98%)	School 0 (0%) statewide:(2%)
	2018	3	School: 3 (100%) statewide:(98.5%)	School 0 (0%) statewide:(1.5%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3-6	Band 1-2
Music 2	2020	4	School: 4 (100%) statewide:(100%)	School 0 (0%) statewide:(0%)
	2019	0		
	2018	1	School: 1 (100%) statewide:(100%)	School 0 (0%) statewide:(0%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3-6	Band 1-2
PDHPE	2020	17	School: 16 (94%) statewide:(85%)	School 1 (6%) statewide:(15%)
	2019	27	School: 26 (96%) statewide:(88.5%)	School 1 (4%) statewide:(11.5%)
	2018	25	School: 23 (92%) statewide:(86.5%)	School 2 (8%) statewide:(13.5%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3-6	Band 1-2
Physics	2020	17	School: 16 (94%) statewide:(86%)	School 1 (6%) statewide:(14%)
	2019	7	School: 7 (100%) statewide:(86%)	School 0 (0%) statewide:(14%)
	2018	19	School: 15 (79%) statewide:(87%)	School 4 (21%) statewide:(13%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3-6	Band 1-2
Studies of Religion II	2020	5	School: 3 (100%) statewide:(92%)	School 0 (0%) statewide:(8%)
	2019	12	School: 8 (100%) statewide:(93%)	School 0 (0%) statewide:(7%)
	2018	8	School: 6 (100%) statewide:(91%)	School 0 (0%) statewide:(9%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3-6	Band 1-2
Textiles and Design	2020	6	School: 6 (100%) statewide:(96%)	School 0 (0%) statewide:(4%)
	2019	9	School: 9 (100%) statewide:(94%)	School 0 (0%) statewide:(6%)
	2018	3	School: 3 (100%) statewide:(95%)	School 0 (0%) statewide:(5%)

Subject	Year	No. of students	Performance band achievement by number and percentage	
			Bands 3-6	Band 1-2
Visual Arts	2020	8	School: 8 (100%) statewide:(98%)	School 0 (0%) statewide:(2%)
	2019	9	School: 9 (100%) statewide:(98%)	School 0 (0%) statewide:(2%)
	2018	11	School: 11 (100%) statewide:(99.5%)	School 0 (0%) statewide:(0.5%)

HSC / VET Percentage

- Percentage of students in Year 12 undertaking vocational or trade training as part of their HSC
- Percentage of students in Year 12 attaining a Year 12 certificate or equivalent VET qualification

Year 12	Qualification/Certificate	Percentage of Students
2020	100% students received HSC	25.6% VET training as part of HSC
2020	AQF Certificate III or above	Nil



Theme 5: Teacher Professional Learning, Accreditation and Qualifications

Teacher Professional Learning

Description of the Professional Learning Activity	Number of staff participating
Standard 1 Know students and how they learn Schoolbox Training 85 Maths Pathways 14 Talk for Writing 19 Walker Learning Approach 7	
Standard 2 Know the content and how to teach it 2020 Schoolbox LMS Training Semester 2 91 Maths Pathways 14 Talk for Writing 19 Walker Learning Approach 7	
Standard 3 Plan for and implement effective teaching and learning 2020 Schoolbox LMS Training Semester 2 91 Maths Pathways 14 Planning for Quality Home Learning 22 Walker Learning Approach 7	
Standard 4 Create and maintain supportive and safe learning environments Emergency CPR and Anaphylaxis Training 44 Child Protection Legislative Update 112 Child Protection Policy Training 112 First Aid Training 44 Restorative Practices Training 85 Surf and Aquatic Training 8	
Standard 5 Assess, provide feedback and report on student learning Introduction to Scout 10 Maths Pathways 14 2020 Data Analysis and Goal Setting 10	

Standards 6 and 7 Engage in professional learning and engage professionally with colleagues, parents/carers and the community Educator Impact Evidence-based professional learning for teachers - all staff Teams of Practice Professional Learning Community E.g. Global Competencies ToP 2020	112 85
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Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	1
Provisional	4
Proficient Teacher	91
Highly Accomplished Teacher (a voluntary accreditation)	0
Lead Teacher (a voluntary accreditation)	0

Teacher Qualifications

Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	All Teachers at Bishop Druitt College 85
Teachers having a bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	nil

*Note that the number of teachers falling within these two categories may not sum to the total number of teachers as reported in the previous accreditation table as some teachers with conditional accreditation may not be included.

Theme 6: Workforce Composition

College Staff 2020

Staff Type	Number
Teaching staff	85
Full-time equivalent teaching staff	76.3
Non-teaching staff	38.8
Full-time equivalent non-teaching staff	27

One staff member has identified as being from an Aboriginal and/or Torres Strait Islander background.



Theme 7: Student Attendance, Retention Rates and Post-School Destinations

Student Attendance

93% of students attended school on average each day in 2020. This was similar to the daily attendance in 2019 of 92% and 2018 93%.

The school manages student non-attendance as follows:

1. The college monitors the daily attendance and absence of students by maintaining a daily register for each class of students. Student absences from classes or from the college are identified and recorded in a consistent manner by the staff member responsible, as per the roll marking procedure.
2. Roll marking is electronic.
3. Unexplained morning absences from the college are followed up by an SMS message to the parent or carer on that morning.
4. The class teacher will follow up class absences during the day.
5. The college notifies parents/carers in an appropriate manner verbally or in writing where a student has a poor record of school or class attendance.
6. In the event that a student has a continued period of non attendance, despite intervention with parents and carers, the school contacts the Department of Education and Training, or other relevant agencies.
7. Where appropriate, school counsellors visit the home to assist with encouraging school attendance.
8. Parents and students are notified of the attendance policy and procedures in the primary and secondary handbooks.
9. Staff are notified of the student attendance policy and procedures in the staff handbook which is published on CompliSpace.
10. Each student absence is recorded in the individual student file on the school database on a daily basis.
11. A record of unexplained absence (RUA) was included on student reports in 2019. Parents are also able to access student attendance records through Parent Lounge, the college's online parent portal.
12. The register of enrolments will be retained for a minimum of five (5) years before archiving indefinitely. The register of daily attendances will be retained for a minimum period of seven (7) years after the last entry was made.

Reporting of Unexplained Absences

3 days unexplained

Primary and secondary student support staff advises the class teacher (primary) and year coordinator (secondary) who will call or email the parent/caregiver.

7 days unexplained

Primary and secondary student support staff report to their head of school.

14 days unexplained

Primary and secondary student support staff report to their head of school.
Head of school to inform parents/caregivers of college reporting procedures.

21 days unexplained

Primary and secondary student support staff report to their head of school.
Head of school to go onto the Keep Them Safe website to complete the online Mandatory Reporting Guide.

Retention Rates in Secondary School

Years Compared	Year 10 Census	Year 12 Census	Year 10 to Year 12	Apparent Retention	Actual Retention
2001-2003	97	57	54	59%	56%
2002-2004	100	71	47	71%	47%
2003-2005	117	92	57	79%	49%
2004-2006	122	95	70	78%	57%
2005-2007	114	95	92	83%	81%
2006-2008	127	101	87	80%	69%
2007-2009	134	96	80	72%	60%
2008-2010	122	82	73	67%	60%
2009-2011	138	93	89	67%	64%
2010-2012	132	90	83	68%	63%
2011-2013	132	80	75	61%	57%
2012-2014	143	104	93	73%	65%
2013-2015	153	116	104	76%	68%
2014-2016	120	77	71	64%	59%
2015-2017	145	88	83	61%	57%
2016-2018	126	86	82	68%	65%
2017-2019	111	84	79	67%	63%
2018-2020	112	81	65	72%	58%

Explanatory note :

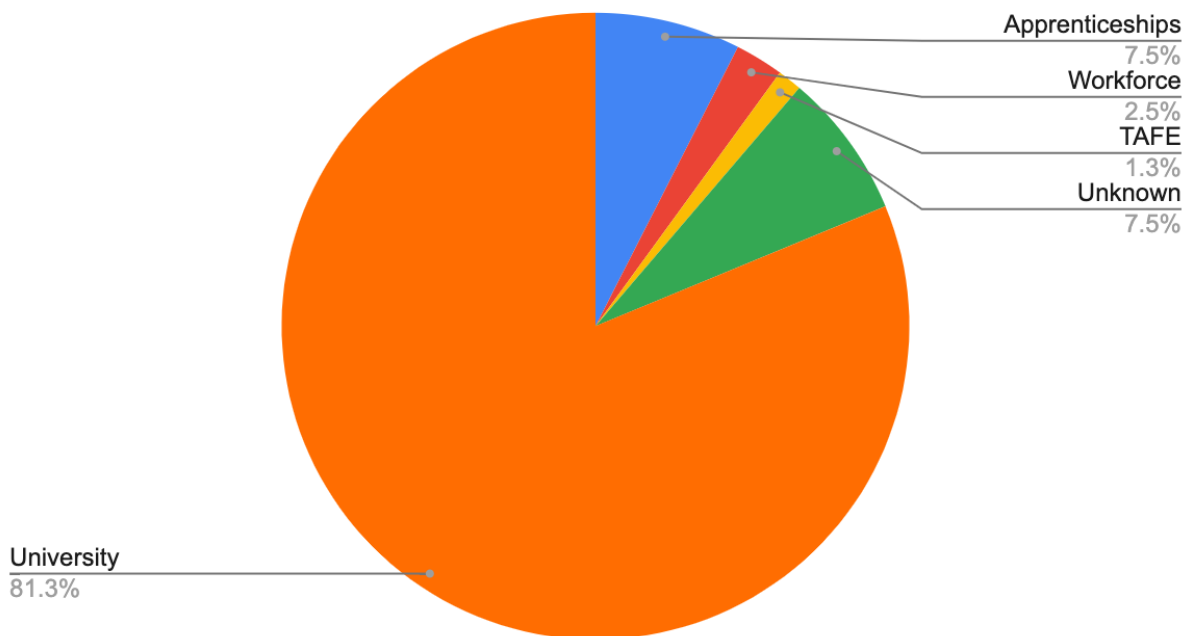
The apparent retention rate is calculated by a simple comparison of total enrolments in Year 12 to the enrolments in the corresponding Year 10.

The actual retention rate is calculated by taking the roll of students for Year 12 and deducting all students who were not on the roll in Year 10. This would identify for example, the number of students who were enrolled in Year 10 who have continued to Year 12 at the same school.

The college recognises that both rates are influenced by parent and student choice. Strategies to promote secondary retention rates include increased subject offerings, specialist support for career path identification and mapping, and on-campus wellbeing support.

**Post-School Destinations
Year 12 2020 Pathways Data**

Pathways



Theme 8: Enrolment Policies

Enrolment Policy

Bishop Druitt College is a comprehensive co-educational K-12 school providing education underpinned by Christian values and operating within the policies of the NSW Education Standards Authority.

Policy Statement

- 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 in order to maintain their enrolment.

Enrolment Terms and Conditions

Anglican philosophy, values and aims:

Application for enrolment of your child in an independent Anglican school means that you are choosing an Anglican education for your child. It requires your commitment to support the philosophy, values and aims of the college and a willingness to co-operate in their implementation.

Specifically, it means:

- Religious studies (Christian Studies in primary; Religion, Ethics and Philosophy in middle years; and Studies of Religion 1 in Year 10) are core subjects
- All students (K-12) participate in fortnightly chapel services which include prayer or quiet reflection.
- Anglican values such as faith, hope, love, courage, community and equity are emphasised.
- Academic excellence and the acquisition of skills are promoted within an Anglican framework.

Your child is expected to adhere to the college's standards for:

- behaviour, dress and discipline
- application to course work and study
- participation in college activities.

Your cooperation is essential to assist your child attain these goals. Parents/guardians are encouraged to participate in the total life of the college including: parent/teacher nights, college/community chapel services and activities of the Parents and Friends Association.

Declarations Required for Enrolment and Acceptance of a Place

I/we apply for enrolment of our child at Bishop Druitt College, subject to the rules and regulations of the college. If this application is accepted we jointly and severally:

1. Agree to be bound by the present and future rules and regulations of the college and that our child will be bound by those rules and regulations. The college has the power to expel, suspend or otherwise discipline students in accordance with the college's behaviour management and discipline policy, which may from time to time be amended at the discretion of the college.

2. Agree to encourage our child to participate fully in all aspects of the life and programs of the college and uphold its ethos and expectations.
3. Agree to provide our child with the correct uniform and ensure that it is worn correctly to college and all college occasions and functions where required.
4. Agree to our liability to pay such fees and charges as are set by the college, including the recovery of costs incurred by the college with its commercial agents.
5. Authorise the college, in the event of our child suffering from sickness or injury, to take such action as it deems necessary to obtain medical and/or hospital care and attention, after making all reasonable attempts to contact parents and/or guardians. We will indemnify the college, its employees and agents for all costs and expenses arising directly or indirectly out of such treatment.
6. If the College Council or the Principal believes that a mutually beneficial relationship of trust and cooperation between the parent/guardian and the college has broken down to the extent that it adversely impacts that relationship, then the college, the College Council or the Principal may require the parent to remove the child from the college.

AND we further agree to be bound by the following:

1. A non-refundable application fee of \$150.00 per child must be paid at the time of booking the enrolment interview. THIS FEE IS NON-REFUNDABLE AND NON-TRANSFERABLE.
2. A non-refundable acceptance fee of \$350.00 per child is payable on acceptance of the offer of a place. THIS FEE IS NON-REFUNDABLE AND NON-TRANSFERABLE.
3. In the event of the college tuition fees account falling outside terms, notice may be given requiring the student to be withdrawn from the college pending payment of the outstanding fees and charges.
4. Extended Absentee Policy:
 - Students who plan to be absent from school for one term or more must give notice to the Principal in writing. Students will be charged tuition fees during their absence if they wish to maintain their placement in the college.
 - Students will not be charged the course levy during the time that they are absent.
 - Students participating in reciprocal exchange programs with schools overseas will continue to pay tuition fees to Bishop Druitt College during their absence.
 - Current students partaking in a paid overseas exchange study program must give one term's notice to the Principal in writing.
 - Students will be exempt from paying tuition and course levy fees whilst completing their paid exchange study program.
5. The college reserves the right in its absolute discretion to discipline a student, including suspensions and expulsion without a refund of fees.
6. Parents/guardians are required to complete a student departure form, giving one term's notice if they wish to withdraw a student. Failure to do this will result in a full term's fee being charged in lieu of notice.
7. Bishop Druitt College is required to record the destination school of any departing student.

Application Conditions

Receipt of this application by Bishop Druitt College does not guarantee acceptance of a student. The acceptance of the application is dependent upon receipt of all the required supporting documentation. An interview with the Principal or their representative is required before a place can be offered.

Most places will be filled in the following order:

1. Demonstrated understanding of, and support for, the goals of the college in an interview with the Principal or representative.
2. Children of employees of Bishop Druitt College or its associated Diocesan organisations.
3. Sibling of enrolled students or past students or children of alumni entering Stage 1.
4. Children from partner early learning centres.
5. Returning students who were offered priority at the time of departure.
6. Date of application.

Please notify the college of any changes of details so that we can keep in contact with you. Bishop Druitt College reserves the right to amend, modify, add or remove from these declarations of enrolment such items as required from time to time. The college will undertake to notify parents, guardians and caregivers of such changes in writing while their child remains at the college. The College Council may alter these conditions of entry at any time.



Theme 9: Other School Policies

Student Welfare, Bullying Prevention and Student Behaviour Management

The following policies are available on the college website:

[Bullying prevention and intervention](#)

[Student behaviour management](#)

[Student welfare](#)

Reporting Complaints and Resolving Grievances

Summary of policy

This policy outlines the college's commitment to handling complaints effectively and efficiently with respect to procedural fairness. The policy uses an approach which provides different options as appropriate for parents to raise concerns and outlines our internal procedures for handling complaints, how the school will respond and the expected timelines that a complainant can expect a resolution (where practicable) of the matter. This policy also incorporates the different categories of complaints and how these are managed under their respective areas of responsibility.

Changes in 2020

This is a new policy which replaced the college's existing complaints handling policy in 2020.

Access to full text

The full text of the school's complaints handling policy can be accessed from the school website.

Theme 10: School Determined Priority Areas for Improvement

Bishop Druitt College utilises our Strategic Intent framework to scaffold areas for improvement. This process is developed in consultation with staff, parents, students and College Council.

The 2020 School Improvement Plan is a public document presented to parents via the college newsletter and to college council via the end of year report to council.

[Link - School Improvement Plan 2020](#)

Theme 11: Initiatives Promoting Respect and Responsibility

In March 2020, the college officially opened our Student Wellbeing Hub. This facility gathered the college counselling and chaplaincy staff with our Director of Student Wellbeing. The Student Wellbeing Hub initiated a variety of wellbeing and outreach initiatives during COVID-19 homeschooling.

The COVID-19 response included redeploying staff, focussing on pastoral connections, and delivering a second to none online and personally delivered learning program. The college bus delivered packages to families in a COVID-safe manner over the first week of lockdown and also generated care packages for staff.

The biannual survey results from the Perspectives (AISNSW) indicated that BDC is ranking above parental expectations in all five domains including Community Building, Student Wellbeing, School Environment, Teaching and Learning, and Leadership.

Student voice initiatives were also a focus for 2020 with student input into uniform and curriculum from Year 5 through to Year 10.

The Love Bites program continued in 2020 with Years 9 and 10 students working through a program that focussed on anti-domestic violence, respect initiatives and consent education.

The Real Schools partnership was initiated in the second half of the year with a focus on the power of language with students in building positive and meaningful relationships. This is a 3-year program completed in conjunction with Clarence Valley Anglican School.

The school participated in Harmony Day with a student-led assembly sharing voices of diversity. Students represented their culture through wearing cultural dress. An interfaith panel of students shared words of peace.

The extracurricular Human Rights Group worked with a human rights lawyer to learn about modern slavery nationally and internationally. The group built skills in advocacy and participated in a number of charity initiatives, including the Act for Peace Ration Challenge.

Students from K-12 contributed to the Christmas Hamper appeal, donating goods to the Coffs Harbour Soup Kitchen and the Warrina Women's and Children's Refuge.

2020 brought a change to the naming of student leader and captaincy positions, and there were two students appointed service captains, who communicated about and led initiatives to build awareness of the needs in the community.

Students from Aboriginal and Torres Strait heritage participated in weekly Gumbaynggirr language classes and were mentored by local community leaders and elders. They participated in an 'on country' excursion, learnt about the indigenous history of local geographic locations and increased their familiarity with bush tucker.

Theme 12: Parent, Student and Teacher Satisfaction

The Perspectives Survey

The survey was completed with outstanding results. These have been shared in the newsletter, to the P&F Association and to College Council in Principal's reports.

Domain	Dimension	Value
School Environment	Vision, Mission and Values	4.9
	Religion and Faith	5.3
	Sense of Safety	4.7
	Physical Environment	5.4
Teaching and Learning	Designing Learning	5.2
	Quality Pedagogical Practices	5.1
	Inclusive Learning	5.2
	Professional Learning	4.7
Student Wellbeing	Social and Emotional Learning	4.5
	Respectful Relationships	5.1
	Inclusivity and Equity	5.3
Leadership	Growing Leaders	4.3
	Leading Teaching and Learning	4.2
	Leadership Practices	4.6
	Engaging with Community	4.7
Community	Communication	4.9
	Reporting	4.8
	Student/Community Engagement	4.9
	Reputation	5.2

Note: These statistics are calculated using the number value for each item response choice (strongly disagree = 1 – strongly agree = 6).

Note: Parent response rate was 30% and so data is representative of the community.

Note: The Perspectives survey gathered data in 5 domains across 19 dimensions. It included data collected from parents, staff, College Council and college leadership. Not all dimensions were measured by all reference groups as per the independent protocols of this survey.

Student Feedback for COVID-19 Remote Learning

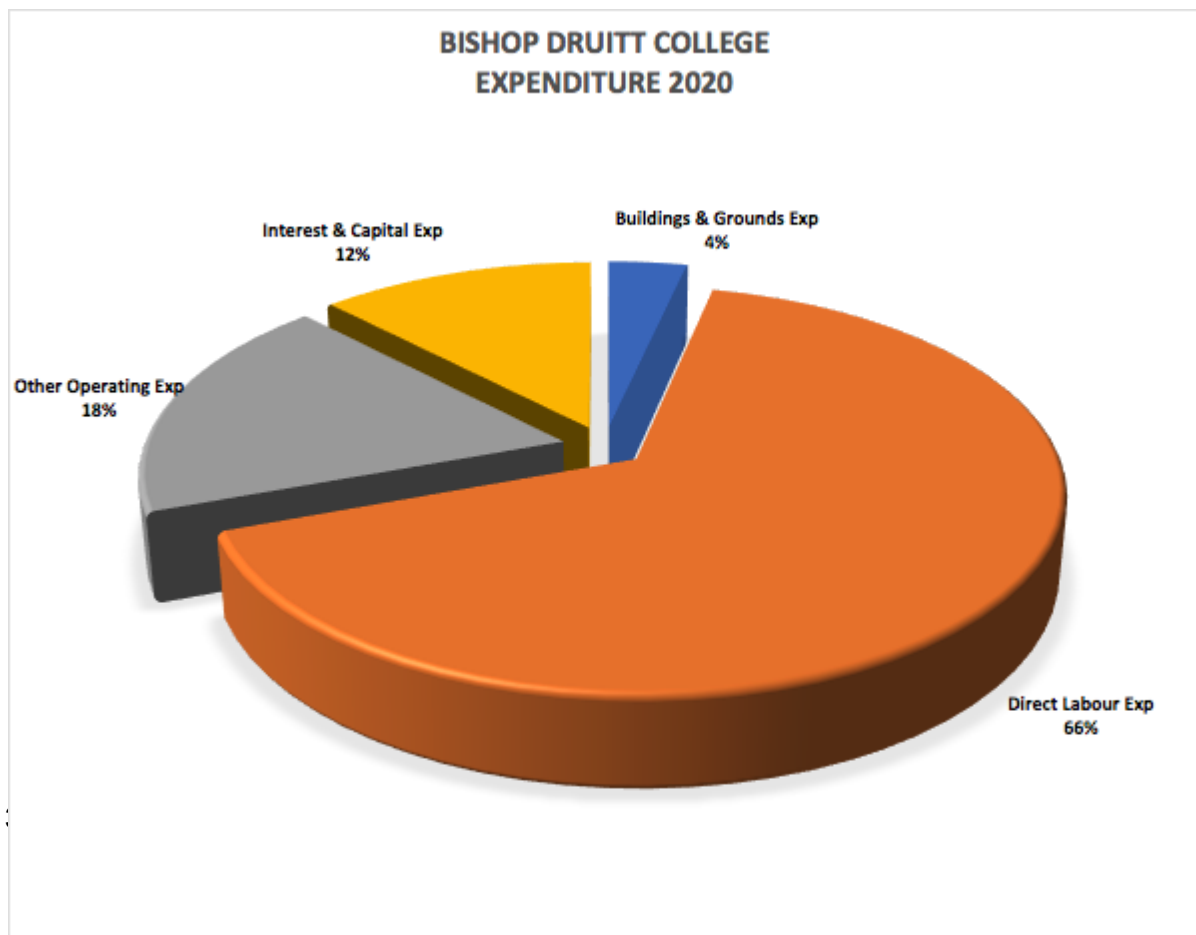
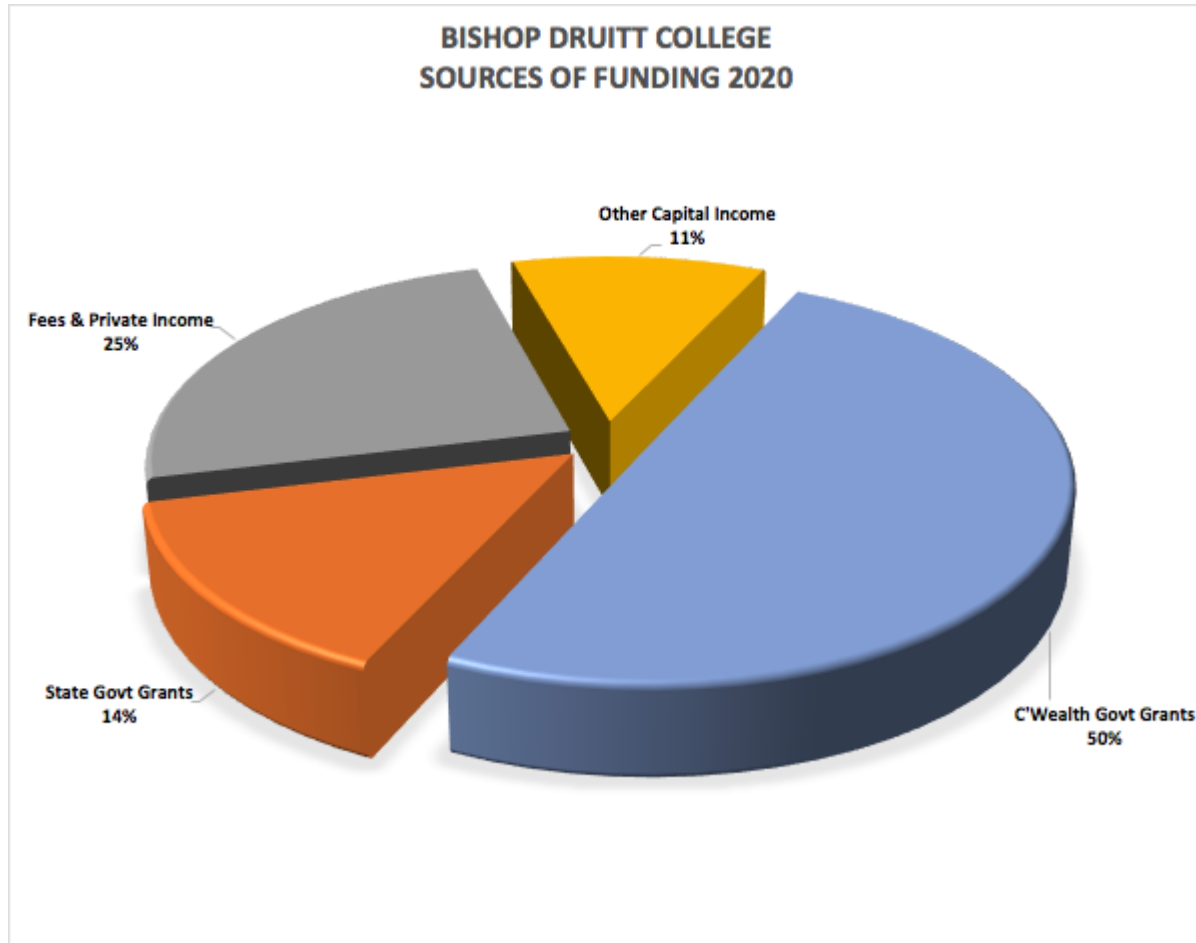
The students were surveyed for COVID-19 feedback purposes in 2020.

Student Domains	Confident and Comfort Rating
Rate how confident you feel about your knowledge on the content sent by teachers after your lessons	5 - 32.6% 4 - 44.5% 3 - 20.2% 2 - 2.8% 1 - 0% Teachers were accurate in delivering appropriate material for the students to be able to complete working from home.
Rate how much you missed direct, in-person interaction with other students	5 - 25.7% 4 - 28.4% 3 - 21.6% 2 - 12.4% 1 - 11.9% Most students missed their peers but almost $\frac{1}{3}$ were happy working from home.
Rate your opportunity to interact with other virtual students	5 - 18.8% 4 - 32.1% 3 - 24.8% 2 - 16.5% 1 - 7.8% Most students were happy with their interactions with other students online.
Did your teacher trial or use any video conferencing tools?	Yes - 89.4% No - 10.6%
How confident do you feel moving forward with online learning?	5 - 37.2% 4 - 38.1% 3 - 16.1% 2 - 6.9% 1 - 1.8% Most students were confident about the processes in place for online learning.

Note: These statistics are calculated using the number value for each item response choice (strongly disagree or lowest confidence = 1 – strongly agree or highest confidence = 5).

Note: This survey had 218 student responses from Years 7 - 12.

Theme 13: Summary of Financial Information



“I AM WORLD
PREPARED”



FAITHFULNESS IN SERVICE

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