

# 2023



St Joseph's College





respectful relationships with the parent body through a number of different initiatives and processes.

The College ensures that through regular and open communication, parents and care givers are aware of their child's learning activities, extra curricular and co-curricular events in addition to variations in school processes. This is achieved primarily through Compass Learning Tasks and notifications, College

participant to a leader, I can ultimately say that it has led to the development of connections between junior and senior students once again leading to the positive school environment. These connections and relationships are essential for students to feel nurtured in the school environment, thus ultimately leading to a holistic educational experience.





### Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The College, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, College staff, as part of their duty of care, monitor part or whole day absences.

College staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the College community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the College's strategies have failed to restore regular attendance.

### Student Retention Rate

Of the students who completed Year 10 in 2021, 99% completed Year 12 in 2023.



## Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort.

University – 38 students (45.8%)

TAFE/RTO – 8 students (9.6%)

Employment – 16 students (19.3%)

Apprenticeship/Traineeship – 12 students (14.5%)

Unknown – 9 students (10.8%)



## Summary of professional learning at this school

In 2023, staff engaged in a diverse array of professional learning opportunities centred on our school watermark of 'Growth', all aimed at enhancing teaching practices, improving student learning outcomes and cultivating a culture of continuous improvement. Key highlights of our professional learning activities included:

- Establishment of the 'Growth' Team, which consists of the Leader of Growth and Development (School Executive position), Pedagogical Mentor (PM), Gifted Education Mentor (GEM) and Leader of Digital Innovation and Learning (DIAL)
- Participation in staff and faculty meetings focusing on Reading, Comprehension and Writing, all of which are aligned with our School Improvement Plan – specific whole school delivery of 4H Reading Strategy, RUCAS Numeracy Strategy, TEEEC Writing Strategy and differentiation strategies for Gifted and High Potential Learners
- Data Analysis Sessions (HSC, NAPLAN, PAT, CoGAT): collaborative engagement and analysis of data to track student growth, understand the needs of individual learners and reinforce the importance of data-driven instruction to improve teaching and learning
- A number of staff continued to be involved in the Catholic Schools Office Leading Learning Collaborative, specifically focusing on Case Management and Collaborative Inquiry to facilitate the sharing of expertise and foster a culture of collective efficacy
- Staff attended professional development sessions led by leading educational professionals focusing on literacy, numeracy and contemporary pedagogical practice to support students to be effective communicators in a changing world
- College Leadership Teams, both curriculum and pastoral, participated in planning days to review data, assess student learning gains and areas for improvement and develop action plans for 2024, specifically focusing on new syllabus implementation as part of the NSW Curriculum Reform
- Members of the Wellbeing and Engagement Team participated in professional learning opportunities to learn about strategies for positive behaviour and restorative practices
- All staff undertook the annual Professional Practice and Development (PP&D) Process
- Some staff participated in a Religious Literacy Project – Pedagogy of Encounter as a Diocesan initiative which included twilight information sessions and collaborative professional learning days with other staff from secondary schools across the Diocese
- Staff engaged in Teacher Expert Networks (TENS) initiatives to give feedback and share knowledge about new curriculum with other schools, regions and sectors across NSW

All professional learning experiences throughout the year have been instrumental in equipping staff with the knowledge and skills necessary to meet the diverse needs of students at the College. We continue to prioritise professional growth and development of staff and remain committed to creating a dynamic learning community.

## Catholic Identity and Mission

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Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

The core of our Catholic Identity is reflected in our College's Mission and Vision Statement, which is grounded in the teachings of Christ, enriched by the Josephite tradition, and aims to engage all members of our community in the sharing and fostering of Catholic life. These aspirations are fulfilled in the events and opportunities offered at our College, which are embedded in our Three Pillars and Josephite Values. Such beliefs and values are inspired by our Josephite charism, which runs deep in the history of our school through our initiatives, celebrations and style of leadership, "to never see a need without doing something about it" – Fr Julian Tenison Woods.

In 2023 our College integrated the Diocesan theme 'Encounter: Journeying Together', which was inspired by the Emmaus Story (Luke 24: 13-32), calling us to be people of community, by accompanying others their personal journey to Christ. Our strong commitment to Catholic culture, has embraced a community in which Christ is present in our actions of service, prayer, and ritual, allowing authentic opportunities to encounter Jesus together.

Nurturing such an important relationship, does not happen without commitment to forming the hearts, minds, and souls of a community through celebrating important events, liturgical services and programs. Such celebrations in 2023 included monthly Mass, Commissioning of Leaders, St Joseph's Feast Day, Ea Tmo2oJ6.216.63 108.94 6 61 1406 338.94 Tm(uTm(included ))TJETE

Liturgy. Furthermore, students engaged in specific formation programs to foster relationships with peers and Christ. Such programs and opportunities included, daily prayer, Year 10 and 12 Retreat, Year 7, 8, 9 and 11 Formation Days, MGL Sister Visit, the MacKillop Team (Social Justice Team) and Catholic Youth (Senior Discussion Group). All of which are celebrated and executed with our wider community, including the Sisters of St Joseph, members of the Parish (Priests and Youth Co-ordinator), Project Compassion, St Vincent De Paul Society and Catholic Mission, who serve as an integral part directing Christ centred formation.

St Joseph Staff also engaged in various professional opportunities both formal and informal in nature, to develop their understanding of the College's Catholic culture and deepen their personal relationship with Christ. Such opportunities included the completion of various Accreditation to Work, Teach and Lead programs, a Staff Spirituality Day, Staff retreats such as the Doorways program, a Josephite Induction – facilitated by the Sister Patricia Egan of the Sisters St Joseph, pilgrimages including World Youth Day in Portugal and to the Holy Land, prayer and contemplation – conducted prior to Staff Meetings, fortnightly contemplation in the Chapel (Dadirri) and Lectio/Visio Divina during Executive Meetings.



In 2023 , the Covid Intensive Learning Support Program and Literacy Development Program, which were introduced in 2021, continued to be embedded in the Learning Support curriculum. In 2023, part of the School's Strategic Plan was a shift in assessment practice in Stage 4 with a focus on developing assessment literacy through the integration of formative tasks as the key component on assessment rather than summative being the only form of grade allocation. Parents were introduced the concept of feedback in time rather than at the end of Semester points.

The NSW Curriculum Reform was more deeply explored through the development and preparation for new a new Syllabus in Stage 4 and 5 English, Mathematics and Modern Languages. Integral to the implementation of the new syllabus is the work of the Growth Team who provide mentorship. Professional Development and supporting the articulation of the Strategic Plan. There was also a continued focus on analysis of data, base-line testing and the development of students' numeracy and literacy skills to enhance learning across the curriculum.

## Student Performance in Tests and Examinations

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### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing:
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NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	60%	56%
	Reading	57%	63%
	Writing	56%	58%
	Spelling	72%	71%
	Numeracy	61%	64%

### Higher School Certificate (HSC) Diocese

The results of the College's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

NB: A number of new syllabuses were implemented this year which means there was a change in either subject name and/or course number. For this reason, results from previous years may appear as 0%. Some courses no longer run and therefore will show as 0%.

2023 was the fifth year that St Joseph's College had a cohort sit for the HSC.

Of particular note were the following achievements of the 2023 HSC cohort:

- 26 mentions on the Distinguished Achievers List
- 7 First in Course in the Diocese Awards

Based on the DeCourcy Analysis 55% of courses examined students were in the typical range, with the following subjects 'zooming' that is performing better than typical students:

- Ancient History
- Community & Family Studies
- Mathematics Standard 1
- Mathematics Standard 2
- Music 1
- Society & Culture
- VET Entertainment
- VET Hospitality

Of all courses studied for the HSC 52% were above State Average.

Significant improvement was also noted in the English Advanced Course with students in Band 6 equal to the State Average. A significant number of students in the cohort demonstrated substantial learning gains from Year 10 to Year 12.

Higher School Certificate	<i>Percentage of students in the top 2 bands (Bands 5 and 6)</i>					
	2021		2022		2023	
	School	State	School	State	School	State
Community & Family Studie	28 %	32 %	42 %	33 %	42 %	33 %
English (Advanced)	54 %	69 %	70 %	67 %	57 %	67 %
Hosp Exam Kitch Op & Cook	70 %	34 %	0 %	44 %	80 %	39 %
Mathematics Standard 2	21 %	25 %	22 %	29 %	22 %	29 %
Music 1	88 %	64 %	100 %	70 %	89 %	69 %
Society and Culture	50 %	45 %	73 %	43 %	63 %	45 %

#### Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. In 2023, the number of students issued with a RoSA was 97.

## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The College's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

### Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned the CSO [Student Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this College. The College does not sanction administration of corporal punishment by College persons and non-College persons, including parents, to enforce discipline in the College. Further information about this and other related policies may be obtained from the College's website.

### Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues.

## Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the College's website, the administration office or at the CSO website.

## Initiatives promoting respect and responsibility

In 2023, St. Joseph's College continued to promote respectful behaviours across all areas of College life. Respectful relationships are crucial to who we are as a Catholic College, but also to the learning and wellbeing of our students and teachers. There were a number of initiatives throughout the year that could be categorised under the following:

- small group
- year group
- whole school initiatives.

The Leaders of wellbeing and Pastoral Care have continued to refine resources that teachers use with the

respectful to each other, staff and the College and appreciated that this was their responsibility as students.

Lastly, the College further embedded the 'Upstander' concept, an initiative derived from genuine student voice. Students were reminded of this regularly in restorative conversations, whole school assemblies and form meetings. The College began to see the benefit of promoting this in the number of students who began to speak up when they saw matters that concerned them. Whole College events such as Harmony Day, continued to be a visible and relevant way in which students and staff, can embody and promote respect for one another. Further to this, the Yalawa centre maintained the importance of celebrating and recognising our first nations' peoples, their stories, traditions and identity through supporting our Aboriginal and Torres Strait Islander students. Throughout 2023, the relevance and vibrancy of this culture was placed at the forefront of our assemblies, liturgies and special events such as award ceremonies.



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accredited and has provided many opportunities for staff to engage with professionals and apply the knowledge and skills in supporting students.

The members of the College Growth Team have supported staff in classrooms to enhance their delivery of literacy, specifically focusing on the 4H Reading & Comprehension strategy and a framework for writing – TEEC – there has been a direct correlation with this focus and improvement in NAPLAN results. The Gifted Education Mentor has tracked CoGAT data and improvement in strategies used by staff in developing more targeted differentiation strategies; through the work of the members of the pastoral team, wellbeing initiatives have increased and well articulated Learning Mentor Programs have led to a higher engagement in whole school wellbeing activities and improvements in attendance; Compass templates have been enhanced for tracking of student wellbeing and analysis and monitoring of at risk students has continued to incorporate a Case Management Approach.

### Priority Key Improvements for Next Year

Priority improvements for 2024 include:

- Tracking of AWTL data & develop a plan to support staff meet the requirements.
- Provision for further opportunities for staff formation
- Development and launch of a Service Learning & Leadership
- Support teachers of Year 9 & 10 Religious Studies to develop knowledge & understanding of the Pedagogy of Encounter
- Deepening staff understanding of new syllabus documents
- Review of literacy and numeracy strategies that have been embedded in the school especially for new staff
- Outdoor facilities and gardens to be enhanced
- Review of iTeach and iLearn @ SJL Framework to incorporate a deeper understanding of the pedagogy of practice
- Continue to backward map based on HSC analysis





- Creative and Performing Arts and Vocational Education and Training (VET) productions
- Volunteering opportunities
- Transition interviews, school tours, lunch gatherings – aimed to bring together and support families connected to both our Yalawa Centre (Aboriginal and Torres Strait Islander students) and our Penola Centre (Students with Disabilities and Additional Learning Needs)

A significant indicator of parent satisfaction with all the College has to offer young people and families in our community is the continued high demand and increase in applications for enrolment. Insights gathered and anecdotal evidence indicates parents express confidence in the school's commitment to student well-being, holistic education and growth of learners as an integral component of our school's mission.

### Student satisfaction

Student feedback in the school setting is multifaceted including anecdotal student feedback, feedback on learning and classroom based activities, feedback to the student leadership team, wellbeing survey feedback and overarching surveys, such as the Michael Elphick and Associates Year 12 Leavers survey.

Wellbeing check in's are done each term as part of the Learning Mentor Group program of the school. This data affords students the opportunity to provide feedback targeted at programs within the school, and is also an important access point for Leaders of Wellbeing and Engagement

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## Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2023 year is detailed below:

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants <sup>1</sup>	\$13,788,900
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$3,750,449
Fees and Private Income <sup>4</sup>	\$4,201,604
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$1,078,846
<b>Total Income</b>	<b>\$22,819,799</b>

Recurrent and Capital Expenditure 2023	
Capital Expenditure <sup>6</sup>	\$448,786
Salaries and Related Expenses <sup>7</sup>	\$15,457,178
Non-Salary Expenses <sup>8</sup>	\$7,372,972
<b>Total Expenditure</b>	<b>\$23,278,936</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

