

2023



St Joseph's High School

Message from key groups in our community

Principal's Message

St Joseph's Catholic College's Vision Statement is "A Christ-centred inclusive community, grounded in service and integrity, nurturing the potential in all." Staff are deeply committed to living this vision with a strong focus on Catholic identity and the development of the whole person within a structured and nurturing learning community. We recognise that a student's development has its greatest outcomes when parents, students, and teachers form strong relationships based on mutual respect and trust. St Joseph's excellent standing in the local community and its consistently high academic results are directly attributable to the positive relationships staff form with students. St Joseph's has high expectations of our students, hence, the wearing of

support, celebrate and fundraise for charities, school facilities and the student body, leading to a greater sense of belonging and development of students' understanding of servant leadership.

In 2023 the collaboration between the Student Representative Council and the Wellbeing Action Team continued, with the SRC Representatives encouraging students to become involved in the continuation of vertical streaming to increase intra-cohort relationships and develop the opportunities for juniors and seniors to be connected, thus developing a greater sense of school spirit and community.

School Features

History of the School

St Joseph's High School traces its origins to 1896

Student Profile

Student Enrolment

The High School caters for students in Years 7 – 12. Students attending this High School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2023: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
328	352	31	680

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying [Enrolment Procedures](#). It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2023 was 87.42%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
89.76	86.60	87.04	87.27	84.67	89.19

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The High School, 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, High School staff, as part of their duty of care, monitor part or whole day absences.

High School 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 High School 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 High School's strategies have failed to restore regular attendance.

Student Retention Rate

Of the students who completed Year 10 in 2021, 45% completed Year 12 in 2023.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivas

Senior secondary outcomes 2023	
% of students undertaking vocational training or training in a trade during the senior years of schooling	37 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100 %

Post School Destinations

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

The percentage of students and their post-school destination can be broken down into the following categories:

- University - 57%
- Employment - 30%
- Gap Year - 9%
- TAFE - 2%
- Defence Force - 2%

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	89
Number of full time teaching staff	52
Number of part time teaching staff	13
Number of non-teaching staff	24

Total number of teaching staff by NESA category

Teachers at this High School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 107 teachers
- Provisional 69 teachers
- Proficient 1887 teachers
- 4 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 10 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the High School.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in43op21ETBT/F3 14.67 T

- Languages Curriculum Reform
- SKLAN Meetings (all faculties)
- New Geography Syllabus
- Year 8 Religious Literacy Marking
- Understanding PAT
- Aboriginal Education Assembly Days
- HSC Simulation Marking Program
- OEC Conference
- Software Engineering Collaboration
- Programming New English syllabus
- Edutech
- Leaders of Digital Innovation Network Days
- Healthy Kids Expo
- Chemical Safety Accreditation

Catholic Identity and Mission

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

Reflection that complements the Religious Education program and community service priorities of the school. Students in Years 11 and 12 participate in a three-day Retreat program.

Religious Education and Curriculum

The classroom teaching of Religion promotes an understanding of Catholic beliefs and practices in the context of providing Religious Literacy and aims to incorporate content with the same demands, creativity and rigour of other Key Learning Areas. There is an emphasis on active learning and creative pedagogy so that students can access learning at a variety of levels and through a range of learning modes.

Students in Years 9 and 10 have commenced a new curriculum with focus on enquiry-based learning, allowing students the opportunity



Curriculum, Learning and Teaching

Secondary Curriculum

The Secondary Curriculum follows the NSW Education Standards Authority

The curriculum also includes various extracurricular activities, such as sports teams, debating, public speaking, and student organisations such as Enviro Group. These activities can help students develop leadership skills, social skills, and a sense of community and belonging.

The curriculum is designed to meet the needs and interests of a diverse student population, with accommodations made for students with additional learning or wellbeing needs. Teachers use a variety of instructional methods and resources, such as textbooks, multimedia materials, and hand-on activities, to engage students and help them achieve their learning goals.

Overall, the school curriculum aims to provide



-
-
-
-

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation		

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
Agriculture	57 %	34 %	75 %	26 %	0 %	31 %
Ancient History	-	-	20 %	34 %	50 %	33 %
Community & Family Studie	27 %	32 %	53 %	33 %	45 %	36 %
Drama	40 %	46 %	100 %	59 %	100 %	60 %
English (Advanced)	36 %	69 %	40 %	67 %	40 %	67 %
English (Standard)	3 %	17 %	7 %	15 %	7 %	13 %
English Extension 1	-	-	-	-	100 %	94 %
Info Process & Technology	0 %	32 %	0 %	28 %	67 %	32 %
Legal Studies	43 %	42 %	25 %	41 %	38 %	43 %
Mathematics Advanced	0 %	50 %	30 %	49 %	75 %	50 %
Mathematics Extension 1	-	-	50 %	74 %	100 %	72 %
Mathematics Standard 2	6 %	25 %	16 %	29 %	30 %	32 %
Modern History	10 %	38 %	20 %	34 %	22 %	35 %
Music 1	83 %	64 %	100 %	70 %	100 %	69 %
Personal Dev,Health & PE	36 %	31 %	23 %	26 %	20 %	31 %
Primary Industries Exam	33 %	27 %	50 %	29 %	0 %	27 %
Science Extension	-	-	-	-	100 %	78 %
Studies of Religion I	7 %	42 %	38 %	41 %	100 %	49 %
Visual Arts	100 %	63 %	100 %	66 %	80 %	66 %

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

Pastoral and Student Wellbeing

Pastoral Care Policy

The Pastoral Care Policy and Student Wellbeing Policy 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

Complaints Handling Policy

The Diocese of Maitland-

promote collaborative relationships amongst students across all year groups, as this was seen as a need across the student body.

Fortnightly timetabled wellbeing lessons for all students in Years 7-10 continue to promote a care for self and others and prioritise respectful relationships. Opportunities exist for students to engage in cohort based learning responsive to their needs.

Wellbeing Weeks occurred in Week 7 each term and primarily focused on key elements of Wellbeing through the Positive Education Framework and Catholic Social Teaching. Wellbeing Weeks are an opportunity for the St Joseph's community to be involved in a number of Community Service endeavours. They conclude with a student led Community Day raising awareness and funds for a variety of charities, with an emphasis on Catholic organisations. Examples include Project Compassion, Vinnies Sleepout, Vinnies Christmas Appeal, and local organisations such as Upper Hunter Where There's a Will, and Rotary.

School Improvement

The High School implements the system's review cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Improvement Plans are future focused documents that map the High

-
-

learning outcomes. This will be monitored with our staff Learning Walks and Talks and our continued collaboration with the University of Newcastle and conducting Quality Teaching Rounds.

We will utilise the Catholic Schools Office LIFT initiatives of Developing Expert Learners with Michael McDowell and Leading Learning Collaborative with Lyn Sharratt to assist the school executives in leading staff on this journey of improved engagement.

Last year, we commenced professional development on consistently awarding grades with our NESL Liaison Officer. We will continue this journey in 2024 as we continue to analyse our HSC data and look at improving our HSC results in all subjects.

Staff will participate this year in professional learning on understanding trauma, understanding behaviour in the context of a specific disability and supporting students through escalation.

The faith journey of our staff will begin by ensuring all staff are suitably qualified to lead, teach or work in a Catholic School.

Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of improved outcomes for students. This year, the High School has used a variety of processes to gain information about the level of satisfaction with the High School from parents, students and teachers. The school undertakes extensive surveying of all stakeholder groups annually. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

St Joseph's High School strives to maintain a close relationship with its parent community. The school organises a number of parent information evenings and other formal meetings to advise parents of issues such as assessment and policy consultations. Parents are invited to visit the school to meet with teachers and leaders.

Parents had the opportunity to meet

satisfaction by offering a diverse range of opportunities and events, fostering a connected and spirited school community.

Teacher satisfaction

2023 saw the beginning of another busy year for staff at St Joseph's, with many looking forward to the changes and challenges a new school year

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 ¹	\$9,707,311
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,679,901
Fees and Private Income ⁴	\$3,152,405
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$771,056
Total Income	\$16,310,673

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$274,237
Salaries and Related Expenses ⁷	\$11,098,576
Non-Salary Expenses ⁸	\$5,440,228
Total Expenditure	\$16,813,041

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.

END OF 2023 REPORT