



Catholic
Schools Office
DIOCESE OF MAITLAND-NEWCASTLE

ANNUAL SCHOOL REPORT

2015

SERVICE † LEADERSHIP † JUSTICE
Together in Christ



St Joseph's High School, ABERDEEN

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About the Annual School Report

St Joseph's High School is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2015 and gives information about 2016 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

Messages from Key School Bodies

Principal's Message

St Joseph's Aberdeen seeks to provide learning opportunities that are at once broad and profound, inspiring and challenging, relevant and stimulating, all of which are conducted in a safe and enlivening environment.

We want all "Joey's" students to develop and grow as confident, accomplished and compassionate human beings. This Annual Report will detail many of our school's ongoing programs and achievements which helped make the year another significant and productive one in the 119 year history of the school since the Sisters of St Joseph from Lochinvar first began teaching at Aberdeen.

A key development in 2015 was the school's commitment to the strategies of the School Improvement Plan, in line with guidelines from the Diocese of Maitland-Newcastle Catholic Schools Office.

The School Improvement Plan guides our determination to constantly improve our practices and to serve students and their families by providing holistic, high quality education in the Catholic tradition. Our aim is to continually improve both the delivery of teaching and the reception of learning for *all* students, in *every* classroom and sports field of the school.

As an educational community we have identified specific school-based focus areas within an effective learning framework, where foundations of learning for each student, together with engagement, differentiation, review and mastery of learning are prime considerations. This has involved the preparation of a host of strategies to address improvements in curriculum, pedagogy, feedback and the range of "skills, knowledge and understanding" goals that help to shape the teaching and learning environment.

Additionally, 2015 saw the completion of the current stages of the school building program where the new buildings are designed to address and meet the requirements of 21st Century learning methods. The official blessing and opening of the facilities in May was a day of celebration and community-building which will live on in the memories of staff, students, parents and guests for years to come.

Our challenge is now to integrate the new facilities with ever-improving strategies for teaching & learning, while simultaneously planning for the next stages of the school's physical, educational and community focused development.

Parent Body

The Parents and Friends of St Joseph's High School work hard to promote and to contribute to our school. Our involvement in our children's education bears witness to our commitment to the role of the school. Every contribution we make goes toward shaping our school community.

2015 saw the official opening of our new school and the Parents and Friends Association hosted a "thank you" for the teachers and staff. It was both well attended and well received after many months of displacement and necessary disruption. Forward planning to meet the needs of the school continues.

Our year began with hosting the Year 7 Welcome Night and we ran the canteen at the school production of Hairspray in June. The Aberdeen Highland Games was once again a success, ; raising much needed funds as well as being a great opportunity to involve our school in the community. The Celtic Fling was a great success for its first year and will make another appearance in the coming months. The annual Trivia Night with a theme of Disney Pixar had many stumped for answers but as always was enjoyable and well attended. It is a "low-effort event" now, thanks to the working relationship between the Maths Department and ourselves. Our final fundraiser for the year was a Christmas Pudding Drive, which again, for minimal effort, and in its first year, was a success.

In an attempt to address rising concerns of drug and alcohol issues we hosted an informal information night in partnership with the local community liaison officer from Muswellbrook Police. We continued taking our meetings on the road, with a meeting in Denman, offering outlying parents the opportunity to more closely connect to events and other school developments.

We will present the school with a cheque for \$10 000 to assist in the purchase of shade areas for the courtyard area.

The slower local economic environment has brought us some difficulties. People are becoming increasingly nervous about job security and what the future holds for our area. Those factors will once again affect our ability to raise funds. We need to be mindful of others' ability to contribute too frequently in this economic environment.

The need for new families in the P&F never diminishes and will become more urgent this year as we farewell long standing families at the end of 2015. Succession planning is paramount in ensuring momentum for this goal.

The drive to engage parents in the school community continues and hopefully presents the positive public face of the school. The community promotion of what we discuss and achieve can continue to let people know it's not all BBQ's and raffle tickets!!

Student Body

Throughout 2015 the Student Body as a whole worked with the Student Representative Council to further develop the community spirit at St Joseph's. Students showed their gratitude for the new facilities that we had gained as a result of the building project at the Opening Ceremony. The school opening was a wonderful event that would not have been such a success without the support of the student body, as well as their creative ideas on how to make the day as unique as possible, including musical performances, horse displays, traditional aboriginal ceremonies and the reenactments of the founding of our school.

Students from Year 7 to 12 played a vital role in creating a nurturing environment where everyone felt accepted as an integral part of the community. The Community days and picnic themed class gathering helped further develop the bond present within our school. These days allowed students to give back to the community, and donate to important causes through fundraising activities. Students in the SRC were motivated and passionate about ensuring these days were a success and raised as much funds possible for our chosen cause.

2015 was an incredible year for the All Stars program, with a record number of students participating in the disability workshops and concert. The 50s themed week encompassed the talents of our All Stars and allowed lifelong friendships to be formed.

The student body continued to build on the positive attitudes present within our school by valuing respect for our parents, teachers and peers. Respect and tolerance for others has been at the forefront of student consciousness throughout the year and has heavily influenced the loving community spirit of St Joseph's.

SCHOOL FEATURES

History of the school

Catholic education began in the Aberdeen community in 1896, when four sisters of St Joseph arrived from Lochinvar at the request of Bishop James Murray. As there was no transport available for local farming families to get to the school, the sisters took in a small number of boys to live at the convent and over time the number of boarders increased rapidly, requiring the building of specialised boarding facilities. For most of its history, St. Joseph's was a boarding school for primary school aged boys, mainly serving northern N.S.W., and it was also the local Catholic co-educational primary school.

Due to the decline in the need for boarding facilities, it was decided, in 1971, to close the primary school and reopen it as a regional high school, to serve the needs of the Catholic community in the Upper Hunter. The High School opened in 1972, with Sister Rosalie RSJ as Principal, a staff of four and an enrolment of 5: students in Year 7. The last of the Sisters of St Joseph departed in 1997 and the school is now staffed entirely by lay teachers.

Location/Drawing Area

St Joseph's High School, Aberdeen overlooks the rich farmland and the banks of the Hunter River, in the heart of the Upper Hunter Region of New South Wales. It is located on land that is part of the traditional country of the Wanarua and Kamilaroi peoples. Aberdeen is part of the Upper Hunter Shire and is located within Muswellbrook Parish. St Joseph's Aberdeen accepts girls and boys, Year 7-12, from the areas covered by the Parishes of Denman, Merriwa, Muswellbrook, Scone and Murrurundi. While Aberdeen is a village of less than 2000 people, it is at the centre of the Upper Hunter region which is a rich and area noted for its primary industries of cattle, wool, vineyards, and horse breeding, as well as coal mining and electricity power production.

Catholic Identity and Mission

Catholic Imagination and Spirituality

St Joseph's High School is a regional Catholic co-educational school serving the needs of the five parishes in the Upper Hunter. The school takes a strong role in implementing the evangelizing goals of the Church and the school actively implements a policy of inclusiveness and welcome to all groups in the community while maintaining a Catholic community identity.

Inspired by the spirituality of St Mary MacKillop, Father Julian Tenison Woods and of the Sisters of St Joseph who founded the school in 1896, the school gives a high priority to addressing the needs of the disadvantaged in the community, frequently reminding students of Mary MacKillop's words, 'never see a need without trying to do something about it.'

The concern for the less privileged in society is not only reflected in the school's enrolment and pastoral care practices but is evident in the frequent community days and special appeals to support charitable and social justice groups and community organisations.

All school assemblies, meetings and special events begin with formal prayer, usually led by students, and a program of liturgies and Masses is conducted throughout the year.

Family, Parish and Diocesan evangelising and catechesis

St Joseph's is one of eleven systemic high schools in the Diocese of Maitland-Newcastle and it benefits greatly from the leadership and resources that are provided by the Catholic Schools Office in Newcastle, together with the personal interest in our school shown by Bishop William Wright.

The school takes an active role in Diocesan events despite the long distance between Aberdeen and Newcastle. For example, buses were hired to take teachers to the Annual "Called to Serve Mass" at the Cathedral at the start of the year and another bus was needed to take the number of students who volunteered to participate in the annual Diocesan "Way of the Cross" ceremony on Palm Sunday at Kilaben Bay. The school strongly supported the Diocesan fund-raising efforts organised by Caritas and Catholic Mission.

Significant liturgies were held on major feasts and events such as Ash Wednesday, Holy Week, the Feast days of St. Patrick, St. Joseph and St. Mary MacKillop, and a special Mass was the centre of the graduation ceremony for Year 12. Special liturgies to mark personal tragedies and death within the school community were organised to support the families and friends of those involved.

Christian Discipleship

For students in Year 7–10, Spiritual Reflection days are held twice a year which complement the Religious Education program and community service priorities of the school. This allows Student Coordinators and pastoral care teachers of each Form to explore relevant values and issues, centred on faith, outside the normal classroom environment. Related to these programs is participation in the Outward Bound program for all Year 9 students together with its preparation and follow up activities.

Senior students (Year 11–12) participate in residential retreats of three days duration conducted by teams of teachers from the school. The Year 11 Retreat has a strong focus on leadership; social justice and community service and contacts made with an aged care home and a disadvantaged primary school are continued after the retreat. The Year 12 Retreat follows the traditional Marist model, offering valuable time out from studies to consider issues of values, decision making and identity.

Teachers and other staff are also offered the opportunity to participate in spiritual reflection days and related professional development activities.

Religious Education and Curriculum

The classroom teaching of Religion promotes an understanding of Catholic beliefs and practices, and incorporates content with the same systematic demands, creativity and rigour of other Key Learning Areas. There is an emphasis on active learning and creative pedagogy that means that all students should be able to access the learning at a variety of levels and through a variety of learning modes.

The skills acquired by the students in Religion will help them find meaning and excitement in learning about the story, experiences and teachings of the Catholic Christian tradition and will enable students to be more articulate and thoughtful about the Catholic Christian tradition.

In accordance with the Diocesan Policy the school has moved towards a specialist Religion faculty, where only teachers who are Catholic teach Religious Studies and Catholic Studies, while Studies of Religion may be taught by a wider range of staff.

New teachers are required to do specific Faith Education Accreditation courses. All teachers of religion are required to do programs of professional development in order to keep their qualifications up to date.

Initiatives Promoting Respect and Responsibility

At St Joseph's Aberdeen we are committed to making our school motto, "Have a Care for Justice, Act with Integrity," a creed to live by. Our relationship with the local and broader community is very important and this is evident in our commitment to such initiatives as the annual "All Stars" week for disabled community members, which is organised, catered and administered by over 100 student leaders during the summer school holidays; the Community Days run each term by the Student Representative Council members to build a spirit of community and raise funds for charitable causes.

The strong Josephite tradition of respect and responsibility is promoted by teachers for students. The Pastoral Care Program, Religious Studies lessons, Community Days, Reflection Days, Assemblies and Form Meetings are all used to promote strong Christian values amongst students.

Other activities include the Trivia Night, Shave for a Cure, Relay for Life, the Aberdeen Highland Games, Social to Poverty, St Pius Windale Overnight Stay and the Biggest Morning Tea, and during 2015 special connections were made with refugee support groups in Newcastle.

Student Profile

The table below shows the number of students in each of the categories listed.

LBOTE*	SWD*	Indigenous
31	22	44

*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

Enrolment policy

St Joseph's High School follows the guidelines provided by the Catholic Schools Office *Enrolment Policy 2013*. This Enrolment Policy has been devised in order to accommodate the needs of families seeking a Catholic education. 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 and to establish a common consistent approach in enrolment practices and assist the system of Catholic schools to provide schooling, where possible, for all Catholic children who seek enrolment, cater for the individual needs of each child equitably within the constraints of the available teaching and material resources and to encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Copies of the Policy are available from the school, or from the Catholic Schools Office website. Parents concerned about school fees should ensure they make contact with the school. Diocesan provisions (including standard discounts for those with a Health Card) exist to help in this area, and the Principal can also exercise discretion where genuine need exists.

Actual Enrolments 2015

Scholastic Year	Number of Students
Year 7	130
Year 8	134
Year 9	121
Year 10	115
Year 11	105
Year 12	65
Total	670

Student Attendance - 7 to 12 - PDF

Percentage of student attendance by Year level and school average for 2015

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	School Average
93.2	92.8	93.8	92.0	90.0	93.4	93

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory years of schooling is age 6 to 17. Principals and school staff, in consultation with students and their parents, will usually be able to resolve issues relating to non-attendance. While parents should be reminded of their legal obligations under the Education Act, (1990), the welfare of the student must be the focus of this consultation. The most effective means of restoring and maintaining regular school attendance includes sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. Resolution of attendance difficulties may require a range of additional school based strategies including student and parent interviews, reviewing the appropriateness of the student's educational program, development of a school-based attendance improvement plan, referral to the school counsellor or outside agencies and support from school - based personnel. If a range of school-based interventions has been unsuccessful, support may be requested by referring individual cases of unsatisfactory attendance to the Catholic Schools Office.

Pastoral Care and Wellbeing

Student Welfare Policy

St Joseph's High School aims to create a safe and fair community. Students are encouraged to exhibit values of acceptance, responsibility and respect. At St Joseph's Pastoral Care is a healthy, supportive and welcoming community. The pilot program of Positive Behaviour Support with Year 8 has now become embraced in Year 8. After consultation with all stakeholders, formal lessons in well-being and resilience skills was piloted. Greater use of the Community Liaison Police Youth Officer in delivery on community conscientious raising on issues such as drug and alcohol abuse and inappropriate use of social media platforms. Restorative Justice is being implemented in all other Year groups.

Copies of the Pastoral Care policy are available from the school.

Discipline Policy

At St Joseph's High School Aberdeen, the use of corporal punishment is strictly prohibited. No staff member, employee, volunteer or other person in any capacity will administer this form of discipline in the name of, or on behalf of, the school.

Our policy acknowledges Christ as our inspiration and our help. He supports our efforts to care for, to affirm, to welcome and to be open to life enhancing relationship with all members of the community. Particularly, our focus is the student body. We promote in our young people Gospel values (tolerance, compassion, honesty, forgiveness, hope, justice, integrity).

This policy promotes a quality of life for the community itself that is consistent with a balanced and just expectation, the hallmark of authentic Catholic education in keeping with the charism of the Sisters of St Joseph. The policy is also influenced by the Restorative Justice Movement and Positive Behaviour Support programs.

The full text of the College's Student Discipline Policy may be accessed on the College's website or at the administration office.

Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *St Joseph's High School Anti-Bullying Policy* is reviewed regularly and is available on the school website.

Our school seeks and affirms each student's worth, dignity and vocation. Bullying strikes at the basis of these values and prevents students reaching for excellence in every dimension of life. Students are entitled to receive their education free from humiliation, oppression and abuse. Bullying affects everyone, not just the bullies and the victim. It also affects those who may witness violence, intimidation and the distress of the victim. It can damage the atmosphere of a class and even the climate of a school. St Joseph's High School's Anti-Bullying Policy is reviewed regularly and is available on the school website. Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the students.

Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children's learning, behaviour and welfare, school organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website.

Special Provisions

St Joseph's has a motivated Learning Support Team actively developing programs for special needs students. These include placing students in individual and small group support sessions which enable students to complete assessments while improving their organisational skills. Students who meet eligibility requirements for SWD - NSW State Criteria Funding are supported by a Learning Support Assistant. The school complies with the Disability Standards for Education (2005) and Diocesan policies requirements in delivering education on the same basis as those without disability.

The school has in place clearly defined and well established policies and procedures for differentiated examinations for the Higher School Certificate. All applications are processed by the Learning Support Team and the Learning Support Coordinator, who is responsible for checking all applications for Board of Studies approval. These policies and procedures can be requested from the school office. Provisions are also available for students with learning and behaviour difficulties in Years 7 to 11. Students are supported by separate or small group supervision, extra time, reader, writer or rest breaks.

School Improvement

School Improvement Plan

Quality Teaching:

100% of Year 11/12 students complete assessment C grade and above

15% improvement in NAPLAN of students below expectation

Introduction of concept of Learning Framework

All Year 9 students demonstrate an improvement in bands (from Year 7)

Goal: To have all students reach National Minimal Standards in reading and writing

Catholic Identity:

80% of RE staff are qualified to teach Religious Education (i.e. accredited)

Develop the Social-Justice and Community Service Projects

Quality Learning:

10% improvement in HSC band 6 results

10% improvement in students attendance (goal 95% each day)

100% of Year 7's using tablets

Introduction of Senior Study

Meeting Student Needs: To have high levels of student/school and student peer connectedness

To evaluate/review 'restorative justice' practices

Introduce 'Parent First Aid' Gatherings (P&F driven)

Empowering School Leadership:

Focus on 'Management Led' activities and leadership evolution

All Middle Management to become more skilled and proficient managers of people and resources

Transparency and Accountability:

To introduce SENTRAL beginning with attendance package

Reintroduce 'working bees' to continue the effectiveness of the P&F.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
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<p>Catholic Identity 2015:</p> <p>By the end of 2015 St Joseph’s had taken steps toward setting up a specialised Religious Studies faculty, with allocated teachers having relevant accreditation. To enable this to occur, timetabling changes were made thus enabling specialist teachers to have more than one Catholic Studies/Religious Education classes. Student involvement in preparation and preparation of Liturgical Masses and Assembly Prayer increased markedly.</p> <p>Staff professional development opportunities were paramount in fulfilment of their own Faith Accreditation to not only enable them to teach in the Catholic School but also to teach Religious Education. This was done by attendance at Diocesan Programmes and participation in personalised study programmes.</p>	<p>Catholic Identity 2016 and beyond:</p> <p>A priority key improvement for 2016 will be to continue to build and strengthen the Religious identity in the school by continuing the formation of the Religious Education faculty and promoting staff to take on the role of specialist RE teachers. In 2015 this initiative was started with several staff teaching multiple RE classes. Now in 2016 a few staff have chosen to specialise in teaching RE with their teaching load almost exclusively teaching Religious Education.</p> <p>In promoting the Religious Education faculty in 2015, for the first time, St Joseph's has now managed in 2016 to attract enough students to study the HSC course 2 Unit Studies of Religion. Thus promoting religion as an academic subject at St Joseph's and hence continuing to build and strengthen the Religious identity in the school.</p>
<p>Quality Learning 2015:</p> <p>One achievement in 2015 was the introduction of laptops to all Year 7 students. This facilitated a great improvement in teaching and learning. Students incorporated “OneNote” in most of their subjects which was particularly noticeable in the cross-curricular “Project” in term IV.</p> <p>The Senior Study was implemented by way of refurbishing the old library “Tenison Woods Centre” (TWC) into a multipurpose centre. The senior students are able to access this area without appointment and can meet for private study, formal and informal group work, and gain access to technologies. Senior study was also offered after school hours, generally up to 5:00pm. The TWC is also accessible by students by way of notifying the schools management team for formal supervision purposes.</p>	<p>Quality Learning 2016 and beyond:</p> <p>A priority key improvement in 2016 will be to continue the focus on students developing higher levels and deeper understanding of their learning. The formation of a Special Elective in Year 9 2016, students will develop project based learning using higher order thinking skills based on Blooms Taxonomy, with an alternative assessment strategy.</p> <p>By focusing on the development of students and teachers understanding of and ability to apply essential ICT skills, the introduction of a full BYOSD program, all students and staff at St Joseph's have a tablet device in the classroom, to enhance their future learning skills.</p> <p>At the end of 2015 a focus on literacy and numeracy across all KLA's was translated into faculty planning time to find teaching and learning strategies which would enhance the development of their skills in all our students in all classes. In 2106 this planning and strategies will be put into practice into the classroom in an endeavour to lift our NAPLAN and eventually HSC results and respond to the spirit of the National Curriculum syllabi.</p>

<p>Communication within the school and wider community.</p> <p>As part of the new building project officially opened in May, T-Block provided a new complex of student service offices for Student Coordinators, the school counsellor and Assistant Principal in a central position facing the main courtyard, next to the Library.</p>	<p>Communication within the school and wider community</p> <p>A priority key improvement in 2106 is for the school to become a more technologically effective communicator with staff, students and parents. The introduction of “CENTRAL” to record and then share an understanding of students learning, behaviour and achievements within the school, as well as a means for communication with the parent body.</p> <p>The introduction of the Skoolbag app as a means of alerting parents of upcoming events, returning notes and paying for excursions and sporting events. This application is not only a more efficient use of school staff and parent time but also a more effective means of communicating quickly and efficiently in this ever increasing pace that families must function under.</p>
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Academic Achievements

Academic achievements of students from St Joseph’s in 2015 include:

- Academic achievement is widely and acutely heralded each fortnight in the school newsletter. There are regular inserts from teachers and the Principal focussing upon study skills and goal setting.
- Students competed in the NSW Inter Schools Meat Judging Competition. This style of competition offers students the opportunity to enhance their understanding of the beef cattle industry.
- St Joseph’s held its inaugural School Spelling Competition. This activity was associated with National Literacy and Numeracy Week. The entire school was initially involved until the best student from each Administration Group was decided upon. Fifty words were dictated in each round and the students had to write out each word with the correct spelling.
- Students represented St Joseph’s in the Country Secondary Schools Chess Competition (NSW).
- Year 12 Biology, Chemistry and Physics students attended the Newcastle University “Lab rats” day. The day provided the students with a rewarding opportunity to engage in hands on scientific experiments and activities.
- The English Faculty participated in a number of competitions and activities in 2015. Student representatives participated in the Diocesan Public Speaking Competition and the Diocesan Debating Competition. The SJA Young Writers’ Award was also held (its fourth consecutive year). The number of entrants, although low, were still of high quality.
- One Year 12 student entered the Lions Youth of the Year competition and went on to win the Regional Event in March and make the state final in which she participated with honour.
- ISTEM was introduced to the school in 2015. This course is aimed at engaging students toward these areas of future study and career paths.
- Students participated in the Law Society of NSW Mock Trials. The competition helps students to increase basic skills in listening, speaking, writing, reading and analysing. The initial interaction was held at the Scone Court House with commendation from the Magistrate upon the students professionalism and ability to prepare a case.
- Students were able to study Music 2 as one of their HSC subjects. Video conferencing is the main

method of delivery for this subject in the Diocese due to low enrolment numbers per school.

- Year 12 2015 Diocesan Academic Awards are awarded to students who achieve the best HSC mark in the Diocese of Maitland-Newcastle, in a given subject. Students from St Joseph's were recipients of these awards in the following:
 - Metal & Engineering First in Course
 - Modern History First in Course
 - Visual Arts First in Course
 - Drama First in Course
 - Agriculture First in Course
- In 2015 three Drama students from St Joseph's were accepted into the Griffin Ambassador Program.

Cultural achievements

St Joseph's High School has an active co-curricular program allowing students to engage in a variety of experiences. Students had opportunities to attend the Upper Hunter Shire and Kia-Ora Youth Music Camps Diosounds, the Shortland Wetlands Centre, and the UWS Rural Indigenous visit. Year 9 attended Outward Bound, and ASPIRE was well-received in Muswellbrook, Sydney and Brisbane.

In 2015, our school community's generosity resulted in donations for school projects and CARITAS and "Dor Punch" charities. Once again we supported the St. Vincent De Paul Christmas Appeal, and of course 'Hairspray' the musical was a resounding success.

The Lions Youth of the Year programme provided enriching opportunities, and Kate Field was sponsored to represent our Diocese in the finals in Sydney.

From pen pals in Japan to students, parents and staff attending a European Educational Tour with St. Catherine's High School in Singleton, all were given the opportunity to expand horizons and to attend significant events such as the 100th Anniversary of the landing at Gallipoli.

St Joseph's co-curricular life works for the betterment of the community and for the enrichment of our students' way of life.

Sporting achievements

St Joseph's performed exceptionally in sport in 2015. Students participated in internal and external sports, and some options offered included team games, lawn bowls, tennis, gymnastics, individual gym fitness, lifesaving and representative sports such as Rugby League, Football, Touch Football and Netball. Success came in a number of competitions at local and diocesan levels.

Successes at a Diocesan level in Athletics, Swimming and Cross Country events saw selection in NSWCCC and 'All Schools' carnivals. One of our very talented male high jumpers won gold at the NSWCCC level. The NSV All School Triathlon event in Penrith saw us with a 3rd place in the team and individual female event and then silver at The National Schools Event. Futsal has grown as an SJA sport and teams were invited to National and International Championships held in the USA, Spain and England. Rugby League has been well represented, and one student achieved selection in the NSWCCC team.

Our Horse Sports team saw awards at both individual and team levels and one of our senior female riders performed outstandingly at National level.

SJA continues to provide opportunities for success in individual and team sports.

Student Achievements

Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for student in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists College planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The College results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2015		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	46.55%	56.80%	13.79%	15.30%
	Writing	29.91%	39.50%	35.90%	29.10%
	Spelling	57.26%	60.30%	18.80%	16.10%
	Grammar	52.99%	55.10%	17.95%	19.20%
	Numeracy	51.30%	53.00%	17.39%	16.60%

NAPLAN RESULTS 2015		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	50.00%	47.40%	23.33%	23.00%
	Writing	31.09%	33.60%	45.38%	39.20%
	Spelling	57.14%	50.90%	19.33%	22.10%
	Grammar	38.66%	40.40%	31.93%	29.00%
	Numeracy	49.14%	51.10%	12.93%	17.40%

Higher School Certificate

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.

Higher School Certificate	<i>Percentage of students in top 3 bands</i>	
	2015	
	School	State
Studies of Religion 1	69	78
English (Standard)	26	42
English (Advanced)	70	91
Mathematics	75	81
Visual Arts	100	88
Biology	36	60
Chemistry	100	74
Drama	100	82
Mathematics General 2	44	51
Music 1	100	89
Physics	33	66
Software Design & Development	100	67

During 2015 St Joseph's undertook a variety of initiatives to support our HSC students. One such initiative, ran with the help of the Upper Hunter Education Fund Incorporated (UHEF), was a series of school holiday workshops. Ex-students from St Joseph's, who were successful in their HSC results for a subject, were employed by the UHEF to work with the 2015 HSC students. The distance of the St Joseph's from cultural scientific and academic events did not prevent our students from attending. Our students attended Experiment Fest, Encore, Sydney Theatre Company tours and HSC Seminar days.

The RoSA is a cumulative credential that allows students to accumulate their academic results until they leave school. It is of specific use to students leaving school prior to HSC.

The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades participation in any uncompleted Preliminary Stage 6 courses.

The number of students issued with a RoSA for 2015 was 44

Staffing Profile

Staff Qualifications

Qualifications and Experience	Number of Staff
I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).	63
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	4

Workforce Composition

Number of Staff	
Total teaching staff	63
Total non-teaching staff	20
Grand total	83
Percentage of teachers who are indigenous	1.59

Teacher Attendance

95%

Teacher Retention

Teacher Retention was 86%.

Of the 12 teachers who left the school, four teachers were granted appointments at other schools in the Diocese by the Catholic Schools Office, four teachers were on temporary appointments which concluded when the people they were replacing returned from leave, one teacher retired and one teacher sought and was approved special leave for a period of twelve months.

Professional Learning Undertaken

The priorities for professional learning included:

- in all KLA's developing programs for the new NSW syllabi with staff attending conferences and networking days including SKLANS conducted at the Catholic Schools Office.
- OneNote training to develop staff skills with the introduction of the BYOD program
- Science Teacher's Association of NSW conferences for Biology, Earth and Environmental Science, Physics and Chemistry
- iSTEM workshops
- Science by doing" workshops
- UNE Science PD days

- Designing High Quality Mathematics Tests
- Extension Mathematics Workshops
- Creative writing workshops
- Religious education planning and retreat training
- VET and VocEd training and networking
- History Teachers Association, Australian Geography Teachers and Society & Culture conferences
- Oliver training for the library staff and support staff
- Careers conferences and Expos
- UNE Careers Advisors Summit
- Rotary Club Mental Health First Aid workshop
- Memory Matters and Behaviour Management workshop
- CEC Teacher's Forum
- Leadership Training
- Mini Certificate in Gifted and Talented.
- Early Career Teacher's Induction
- SMART data training
- BOSTES reference group

Parent, Student and Teacher Satisfaction

The opinions and ideas of parents, students and staff are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and staff.

Parent Satisfaction

St Joseph's High School has always had a close relationship with its parent community in the number of occasions on which parents are invited into the school to meet with teachers, coordinators and the school executive discussing any aspect of school life.

Significant numbers of parents support fundraising and social events organised by the Parents & Friends Association and parents in each of the towns and villages in the school catchment area are appointed as contact people to assist in information and feedback.

The consistent message received from parents is that they feel welcome at the school and their input and opinions are actively sought and valued. This is reflected in the level of school enrolments which continue to record levels.

Student Satisfaction

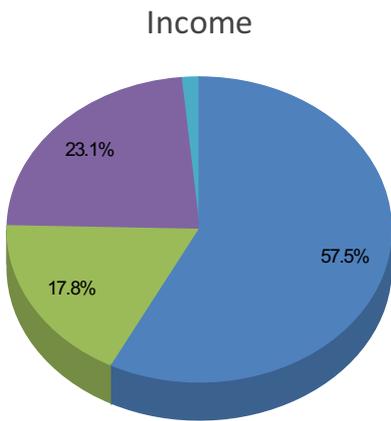
St Joseph's gives a very high priority to the development of student leaders with about 180 recognised leadership and service positions available to students. The formation of students for these positions emphasises ownership and involvement in school activities.

Feedback from the Student Representative Council (four elected students per class, plus a senior executive) indicates a high level of student satisfaction with the school and very high levels of participation in school sporting, cultural, academic, community service and cultural events indicate that most students are able to find a role in which they can succeed.

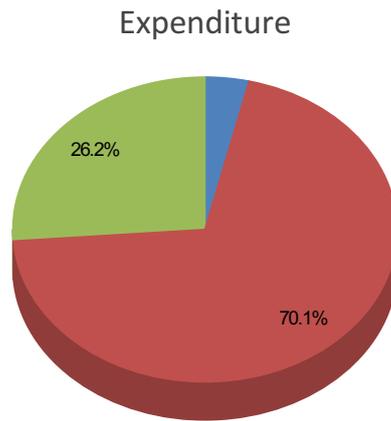
Staff Satisfaction

St Joseph's has a very young, energetic and committed staff with a significant number of beginning teachers and first-time coordinators. The staff is recognised as very hard working and generous and the wide range of activities provided for students would not be possible without the willingness of staff to contribute time and guidance significantly above what could be considered the industry norm.

The overwhelming majority of staff in promotion positions began their teaching careers at Aberdeen and have stayed on at the school identifying strongly with the school community.



- Commonwealth Recurrent Grants (57.5%)
- Government Capital Grants (0%)
- State Recurrent Grants (17.8%)
- Fees and Private Income (23.1%)
- Other Capital Income (1.5%)



- Capital Expenditure (3.7%)
- Salaries and Related Expenses (70.1%)
- Non-Salary Expenses (26.2%)

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 2015 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$6,478,986
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,009,975
Fees and Private Income ⁴	\$2,601,836
Other Capital Income ⁵	\$170,777
Total Income	\$11,272,262

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$404,072
Salaries and Related Expenses ⁷	\$7,664,084
Non-Salary Expenses ⁸	\$2,865,044
Total Expenditure	\$10,933,200

For the 2015 year the St Joseph's High School received \$10,688 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

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.

Report Access and Publication

This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, The Board of Studies Teaching and Educational Standards NSW, The Parent and Friends Association, the Parish Priest and to all parents.

Copies of this school's Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

Mr John Tobin

St Joseph's High School

ABERDEEN

Phone: 6543 7444

For further information relating to the Diocesan Policy please refer to: <http://mn.catholic.edu.au>