



Catholic  
Schools Office  
DIOCESE OF MAITLAND-NEWCASTLE

# ANNUAL SCHOOL REPORT

# 2015

SERVICE † LEADERSHIP † JUSTICE  
*Together in Christ*



## All Saints College, St Joseph's Campus, LOCHINVAR

New England Highway, LOCHINVAR 2321

Principal: Mr Paul Greaves

Phone: 4930 7291 Fax: 4930 7818

Email: [admin@lochinarsj.catholic.edu.au](mailto:admin@lochinarsj.catholic.edu.au)

[www.lochinarsj.catholic.edu.au](http://www.lochinarsj.catholic.edu.au)

## About the Annual School Report

All Saints College, St Joseph's Campus 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

There is no doubt that 2015 will be held up in the history of St Joseph's Lochinvar as a year of great significance. In July it was confirmed we will again be offering Stage 6 (Yr 11 & 12) classes from 2018 and we were subsequently tasked with the challenge of preparing for this major phase of growth. It must be kept in mind this much anticipated announcement occurred in the midst of all the usual aspects of school life which year in and year out we are engaged in with energy and ongoing achievement. Our growth will bring a new range of opportunities to St Joseph's which we trust will enhance outcomes for all. Recent enrolment patterns confirm a need for extra places in our area for senior years. As a foundation to all work done to secure our future we must tenaciously preserve the ethics of service and passion for community associated with our Josephite heritage.

A major development in the curriculum of the school this year was the introduction of the "Bring Your Own Device" (BYOD) program. Contemporary teaching and learning is more and more being accessed and organised around digital technologies and our engagement in BYOD is a significant development. In any other year the fact we commenced work on our new school hall and associated teaching areas would have been headline news. Being relegated to second place does not dampen at all our excitement in seeing this long awaited project commence. A multi-purpose community gathering space we can use independent of the prevailing weather will be of great value. New state of the art food technology facilities are well overdue and the possibility of using co-located resources for school events is even more welcome.

In August we welcomed again students and staff from Izumigaoka Junior High School, our sister school in Japan. This was a very successful cultural exchange and the profile of Japanese language has been strengthened in our curriculum. It has been inspiring to see the emergence of friendships and the opening up of global perspectives in our students as a result of this exchange.

The Environment Day in September was a highlight as a whole school activity. Pope Francis's latest encyclical 'Laudato Si' (on the Care of our Common Home) is focused on the environment and it was appropriate we devote a to this area. Also a significant community event was the 'Celebration of Creativity' evening produced by our CAPA faculty and students. Wonderful feedback from this event encourages us to look to a similar production next year in our new hall.

On the sporting field we continued our unprecedented run in the Knights Knockout Rugby League Competition with the U/14's team winning for a second year. We also had our Year 8 Boys Netball Team winning the State championship.

Having students and staff attend the Australian Catholic Youth Festival in Adelaide in December was a fitting highlight to close a very significant year for St. Joseph's Lochinvar.

### Parent Body

St Joseph's has continued to flourish during 2015 and is about to undergo enormous changes and growth. Recent information from the Catholic Schools Office has confirmed St Joseph's will become a complete 7 – 12 campus from 2018. Since the number of students seeking enrolment at St Joseph's has continued to increase, there was little doubt that another senior school in this area was necessary. This means parents will be asked to become part of implementation committees and working parties to carry the school forward in a new and exciting direction.

Uniform modification is a recurring topic of discussion in P & F meetings and this year was no exception. Students have been surveyed about warm, light, waterproof jackets and samples brought to the meetings for parental input. Changing for PE lessons and options about wearing sports uniform has also been a matter for debate during the year.

Early notification about changes in staffing is another advantage of attending P & F meetings. This might be about new staff members commencing employment, the temporary substitution of current positions or staff taking leave or retiring.

Technology is becoming an increasingly regular topic of conversation. Student devices, cyber bullying and the new reporting system have been areas that have demanded considerable reflection.

Mention is regularly made of students whose abilities, achievements and desire to help others have deserved our congratulations. This year the Junior Aboriginal Consultative Group has been outstanding in

their enthusiasm and determination in promoting Indigenous awareness. Congratulations, too, to the students who received Bishop's Bursaries, the many representative sporting teams, debaters, choir members and all who participated in the highly acclaimed St Joseph's On Show.

I would encourage all parents or carers to consider attending a P & F meeting even as one-off event. It costs nothing but an hour and a half of your time and as there are only about eight meetings each year it is not a huge commitment. There is no official fundraising or other obligations, and any opinion or contribution is valued and considered.

We especially welcome new members. You bring new eyes, new ideas and youthful enthusiasm. With St Joseph's in the process of expanding there is now a unique opportunity to be involved in decision-making from the ground up.

Our thanks to the outgoing P & F executive members for their constant support throughout the year. Our meetings have always been informative, congenial and inclusive. With the ongoing cooperation of St Joseph's school leadership team we have done our best to enable all parents/carers to have a voice and to participate more fully in their child's education.

## Student Body

During 2015 the school leaders had a very productive and successful year, both representing the school and being involved in various events and activities. Some of these included the ANZAC Day Ceremony in Lochinvar, attending numerous masses and liturgies, representing the school at a School Leader's breakfast with other Diocesan school leaders, assisting with volunteer work and the running of school assemblies and liturgies. In December the eight school leaders travelled to Adelaide to attend the Australian Catholic Youth Festival (ACYF). This extra-curricular activity enhanced our leadership and broaden our perspective of many aspects in life as we got the opportunity to meet many different school leaders from across our Diocese who came together to celebrate our Catholic faith.

We as the leaders of St Joseph's had a significant role in the visitation of our Japanese Sister School, Izumigaoka Junior High School. We participated in a Sister School Day where we helped with the running of a welcoming liturgy and saw many different Japanese cultural activities displayed by the visiting students. We also held an Australian themed morning tea for the Japanese students and teachers so that they could taste all the magnificent foods of our beautiful country.

Together with other nominated students, the school leaders are members of the Student Representative Council. As leaders, we have worked tirelessly to uphold the traditions and expectations of former student leaders and lead by example by organising and participating in many different fundraisers and events such as NAIDOC Week, Year 6 Orientation Days and fundraising for Catholic Mission. We have also been actively involved in holding regular meetings to discuss ideas and issues of concern brought to our attention by the whole student body.

We would like to especially thank the staff of St. Joseph's for actively organising and helping us to be successful leaders in 2015. We can't thank them enough for all their time and effort and we could not have done it without your assistance and support. Thank you for a memorable and enjoyable year at St Joseph's. We have taken away with us a greater understanding of leadership, friendships, memories and valuable experiences.

## SCHOOL FEATURES

---

### History of the school

Established by the Sisters of St. Joseph in 1883, our school enjoys a rich Josephite tradition and heritage. A feature of this tradition is the high importance placed on the pastoral care of students and the building of positive relationships so that we are all better able to face the challenges of contemporary life and have increased strength when faced with difficulties.

There has been a Catholic school on the St Joseph's site since before 1883. The exact commencement date is not known. In 1883 the Sisters of St Joseph's arrived and conducted the school under their auspices until 1992 when the school was amalgamated with two Catholic schools in Maitland, St Peter's High School (Marist Brothers) and St Mary's High School (Dominican Sisters) to form All Saints College. While the Sisters of St Joseph ran the school it was a notable girls' boarding and day school serving the region and beyond. It is an explicit aim of the school to maintain an identity based in the spirituality and charism of the Sisters of St Joseph.

From 2018 St. Joseph's will be expanding to once again offer Year 11 and 12 in a co-educational 7-12 setting.

### Location/Drawing Area

St Joseph's Campus is situated at Lochinvar in a peaceful rural setting, just 8 km from Maitland NSW, and provides secondary education for students from the parishes of Rutherford, Lochinvar, Branxton and Cessnock. St. Joseph's is located in the Chisholm Pastoral region of the Maitland-Newcastle Diocese and is fortunate to be situated across the road from the Lochinvar Catholic Church and St. Patrick's Catholic Primary School. Next door to our school is the Sisters of St. Joseph' Convent where a number of Sister reside.

## Catholic Identity and Mission

---

### Catholic Imagination and Spirituality

As a Catholic school St Joseph's is committed to the Church's mission of providing a holistic education based on the Catholic view of the person as a creation of God. With its Catholic identity as its foundation the school promotes the values of the Gospels through all aspects of the life of the school. The school has a long and valued heritage with a strong association with the Sisters of St Joseph.

Under the leadership of the school Ministry Coordinator, Liturgies, Feast Days, Welcoming Ceremonies and Rites of Passage have all been organised and conducted. Staff, parents, priests and students have played an integral part in these special occasions that publicly proclaim the Catholic identity of our place. Occasions of particular note in our year are the Feast of St. Joseph, patron saint of our school and the Feast of St. Mary of the Cross MacKillop, co-founder of the Sisters of St. Joseph.

Our buildings are named to celebrate our heritage and promote our Catholic identity and there are numerous symbolic reminders of this identity placed around the school and in our virtual/online presence. A shining example of this is our 'Spirit of Lochinvar' artwork in our reception area.

### Family, Parish and Diocesan evangelising and catechesis

In 2015 St. Joseph's continued to be supported by the local Parish community in the provision of Eucharistic celebration on a regular basis. Students at St. Joseph's through this initiative attend mass at least twice a year as well as experiencing regular involvement in school based liturgy. It is a priority for the school to also attend all significant Diocesan events such as Catholic Schools Week Mass, the Mission Mass and the annual launch of Project Compassion. For a number of years now St. Joseph's has also been a contributing school at the 'Way of the Cross' at Kilaben Bay.

In December 2015 the Australian Catholic Youth Festival was held in Adelaide. St. Joseph's was present at this significant event with three staff and our entire Year 10 student leadership team attending. The opportunity to be present at such a gathering had a profound impact on the students and staff and has encouraged our attendance at similar events in the future.

On a more local level St. Joseph's has encouraged student participation in the Activ8 Parish Youth Group via our school newsletter and through promotion of the group at school assemblies.

### Christian Discipleship

St. Joseph's is located in the Chisholm Pastoral region of the Maitland-Newcastle Diocese and is fortunate to be situated across the road from St. Patrick's Catholic Church Lochinvar.

It is an explicit aim of the school to maintain an identity based in the spirituality and charism of the Sisters of St. Joseph. The school is a foundation member of an Australia wide 'Josephite Secondary Schools Association' formed in 2006. The purpose of this association will be to foster awareness of the Tenison Woods / Mary MacKillop legacy and create a network of schools inspired by the life and work of our founders.

The fact that our school is co-located with the Congregational Headquarters of the Sisters of St. Joseph provides special opportunity for the development and affirmation of our unique charism. In this sense we are very confident that Tenison Woods and Mary MacKillop would both be approving of our school motto 'Strength in Difficulties' as it resonates clearly with the struggles they faced in establishing their order and bringing education to the people of Australia who most needed it.

### Religious Education and Curriculum

Religious Studies at the campus is taught in a manner consistent with the program devised by the Religious Studies department of the Catholic Schools Office Newcastle.

With the implementation of new syllabi in Key Learning Areas in the College there has been a focus on the integration of Catholic perspectives into the programs of each subject.

Each year group focuses on various themes, some of which are listed below:

Year 7 Old Testament scripture, Early Church

Year 8 New Testament scripture, Saints

Year 9 Morals and Ethics, Person of Jesus

Year 10 Social Justice and Church History

Each year the students of Yr 10 have the opportunity to attend a three-day retreat on a voluntary basis. The retreat, held at two sites in 2015, was very well received by students with the majority of students choosing to attend. Staff at the school offered great support in their attendance and their presentation of the program devised by the Ministry Coordinator of the College.

### Initiatives Promoting Respect and Responsibility

Students at St Joseph's are encouraged to develop a strong sense of Social Justice and to be particularly mindful of those less fortunate than themselves. During 2015 students were involved in a number of social justice initiatives including: - Project Compassion, St Vincent de Paul Society and various charitable appeals. The school involvement with the local St. Vincent de Paul Society is a particular avenue through which social justice issues are made apparent to our school community.

Throughout the year there are regular updates at school assemblies and year group meetings of activities and initiatives that students and staff of the school are involved in. Members of the local SVDP Society addressed the school at assemblies in 2015 to make known the needs and difficulties faced by the needy and marginalised members of our local community. As a result, St. Joseph's has responded with action to reflect the values of care, compassion, tolerance and integrity by making significant contributions of money and goods throughout the year to various SVDP appeals.

## Student Profile

---

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

LBOTE*	SWD*	Indigenous
25	21	47

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

### Enrolment policy

All Saints College, St Joseph's Campus 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	210
Year 8	161
Year 9	175
Year 10	178
Total	724

### Student Attendance - 7 to 10 - PDF

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

Year 7	Year 8	Year 9	Year 10	School Average
90.79	87.63	88.75	85.41	88.29

### 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

The foundations for positive pastoral care of the students are best achieved by building healthy respectful relationships between students and the staff. To do this there is a tutor group system supported by Student Coordinators. Tutor Group Teachers take particular interest in a group of about 18-20 students and attempt to assist the students to cope with the pressures of school. Student Coordinators have responsibility for overseeing the entire year group and work towards building the spirit of the year group. Through these structures students are supported to achieve their best at school.

At all levels of pastoral care the services of a counsellor are available. In 2015 this counsellor was available to the school 3 days a week and was well utilised by students, staff and families. In addition, a Pastoral Support Worker was available 2 days to aide in the pastoral care of students.

In 2015 the Pastoral Care Framework used t the school was reviewed and updated based on feedback from students, staff and parents.

A copy of the Student Handbook containing information on policies related to the pastoral care of students is available from the school administration office.

### Discipline Policy

The principles which underpin the discipline policies are critical to the effective operation of the policies. The first of these principles is that students need to know what is expected of them. These expectations are spelt out in the Statement of Students Rights and Responsibilities in the Student Handbook. These were reviewed with staff in 2013 continued to be implemented in 2015.

Secondly, students need predictable responses to any failure to meet expectations. The Student Handbook and student diaries clearly state student responsibilities and some of the likely consequences when students do not meet the expectations. A copy of the Student Handbook containing this information is available from the school administration office.

Thirdly students who meet the expectations of the schools need to be commended. Commendations, for both pastoral and academic achievements, are given in a structured manner that is predictable, consistent and seen to be fair to all.

In all dealings with students and families the school attempts to observe procedural fairness as evidenced in the structure of its policies and in compliance with diocesan policies.

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. *All Saints College, St Joseph's Campus* Anti-Bullying Policy is reviewed regularly and is available on the school website.

St. Joseph's now has a history of extensive consultation with students regarding bullying. Four detailed surveys have been conducted in the last five years with the most recent being in 2015. Data from these surveys has helped form our current bullying policies and procedures. It has also allowed for prompt response to specific identified issues.

Central to our work in this area is developing a clear understanding with students around what bullying actually is and what to do if they experience this, or become aware of someone else being subjected to bullying behaviour.

### 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

The 'Special Education Policy' and the 'Examinations Policy' at St. Joseph's are both clear in stating that special provisions are to be made for eligible students for both 'in school' and external examinations. The external examination related to our work at St. Joseph's in 2015 was NAPLAN.

Procedures are in place to ensure the identification of eligible students and allow for proper communication between school, home and various authorities for the administration of special provisions for examinations/testing. Copies of the relevant policies are available from the school office.

# School Improvement

## School Improvement Plan

A major element of our strategic plan over the last three years has been the introduction of our Curriculum Framework. High in priority here has been the development of contemporary pedagogical practice, in alignment with 21st Century Learning expectations. Contextualised communication, collaboration, creativity and problem solving have been a focus along with specific attention to the development of foundational skills in literacy and numeracy. To support these initiatives a BYOD (Bring Your Own Device) program has been put in place during 2015 to take advantage of evolving learning technologies. The successful introduction BYOD has been challenging but has enabled new possibilities in the development of 21st Century Learning.

Also a strategic priority was final preparation for the provision of a new school Hall and associated learning spaces. Development of plans and tendering for a builder was completed and works commenced in December of 2015.

A new an significant strategic priority emerged in 2015 with the announcement St. Joseph's will once again be a 7-12 school. Preparation for this, with Year 11 commencing 2018, will now become critical work for us.

## School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>A major improvement and initiative was the introduction of a Bring Your Own Device (BYOD) program for students. This program has made possible improvements and alternatives in the development of 21st Century Learning Skills such as communication, collaboration, creativity and problem solving. in communication and learning possibilities for students. Hand in hand with this was the promotion of student engagement and ownership of learning.</p> <p>Significant planning occurred at the end of 2014 to ensure the smooth introduction of BYOD to St. Joseph's in 2015. Information was provided to families and students on device requirements and costs and a lot of professional development work was done with staff to ensure integration of devices into the curriculum.</p> <p>A major concern for the school was the issue of families who may not be able to provide a device to their child. Processes were put in place to identify these families and offer financial and practical support to ensure all students had a device on day one 2015.</p>	<p>The employment of a Literacy Support Teacher has emerged as a key priority for 2016. It is clear from NAPLAN and other data that there is need to address a trend in student achievement in the area of literacy and specifically in writing. Writing is a foundational skill required by student to articulate and express their learning and to enable higher order skills such as problem solving.</p> <p>It is proposed that the Literacy Support Teacher will not be allocated classes but will be proactive in developing school based professional development and in active engagement with students and teachers in classroom settings. This can include team teaching and exemplar teaching of specific literacy skills. School improvement funding will be directed to this initiative.</p>

<p>In 2015 the Curriculum Team at St. Joseph's initiated a writing project with the specific aim of improving the writing skill of our students. Professional dialogue and analysis of data, such as NAPLAN and school based assessments, indicated a need for the development of student skills in this area.</p> <p>Our target is to see a reversal of trends in NAPLAN data for year 9 students in relation to writing and in 2015 there was the appointment of a curriculum leader/mentor for the area. Provision of Professional Development to all staff in 2015 was a priority with a focus on addressing pedagogical practices aimed at enhancing student skills.</p> <p>It is envisaged that this literacy initiative will be a long term project with the possibility of a lead teacher being appointed in following years as a part of our school improvement plan.</p>	<p>A Numeracy Support Teacher will be appointed in 2016 to offer specific support to students who do not meet benchmarks as identified in NAPLAN and school based testing. School improvement funding will be directed to this role.</p> <p>The model to be used will see identified students being withdrawn from some lessons to pursue an intensive program in development of foundational numeracy skills. It is hoped that this program will contribute to a further improvement in our school trend in growth in numeracy skill in students. NAPLAN data suggests that growth in numeracy from Year 7 to Year 9 is a particular strength of our curriculum.</p>
<p>In 2015 work was done to review our Pastoral Framework. The basis of the review emerged from surveys of students, staff and parents about the current framework. As a result a number of modifications and refinements were proposed and incorporated. Most notable in these improvements was the creation of a 'Wellbeing' focus in the framework to complement the existing focus on student behaviour.</p> <p>The purpose of the framework is to make clear expectations and to ensure that responsibilities for particular areas are made clear. The inclusion of wellbeing provides this now for mental health and associated issues such as anxiety, attendance and even crisis management.</p>	<p>With the announcement in 2015 that St. Joseph's will again be offering Stage 6 curriculum from 2018 there will be a significant amount of work required to prepare for this development. This will involve a wide range of activities such as:</p> <ul style="list-style-type: none"> <li>■ An audit of present physical facilities and determination of what is required to offer a Stage 6 curriculum and accommodate a school population of up to 1200 students.</li> <li>■ Development of a Stage 6 curriculum structure and associated timetable.</li> <li>■ Review of school mission, vision and identity.</li> <li>■ Development of pastoral procedures and structures to cope with Stage 6 students.</li> </ul> <p>There will of course be many other priorities identified and all will need to be addressed as 2018 arrives.</p>

## Academic Achievements

As a Catholic school, the aim is to nurture the whole person, academically, spiritually, culturally, socially and psychologically. At St. Joseph's, every opportunity is made to support children in the widest possible way for their development.

The National Assessment Program for Literacy and Numeracy (NAPLAN) tests in Years 7 and 9 were conducted in May, and again many of our students performed creditably. Detail is provided later in this report that provides information in these areas.

Students were also challenged to achieve and improve through participation in National Competitions. Excellent results were gained in English, Mathematics, Science, Computing Studies and Geography competitions. The school's commitment to excellence in all dimensions of school life has been supported and encouraged through the school's system of awards and recognition given for achievement and improvement at Year and School Assemblies, Semester and Annual Awards Ceremonies and the School

Newsletter.

## Cultural achievements

Students participate in a broad range of cultural activities. This includes, but is not limited to:

- Winning our category in the Newcastle Herald Student Newspaper competition.
- Our annual St Joseph's on Show where students showcase their works and talents for families and the wider community.
- Diocesan Public Speaking Competition with a number of students winning or being placed in the top three of the diocese in their categories.
- Presentation of our Drama Show in Term 2.
- Hosting the annual Diocesan Choral Showcase.
- Involvement in a range of poetry, writing, photographic and art competitions.
- Participation in 'Dio-Sounds.' This event is a Diocese initiative to promote the performing arts in the Diocese.
- Participation by some of our students in ASPIRE – an audition based Diocesan performing arts initiative for talented and motivated students.
- Presentation and production of 'Celebration of Creativity.' An initiative of our CAPA and TAS faculties to present the talents of our students in art, drama, music and food technology.

As well as these St. Joseph's offers students for individual instrumental and singing lessons concurrent with our curriculum.

## Sporting achievements

A tradition of involvement and achievement in sport continued in 2015. Teams were entered in a full variety of sports at local, regional and state levels with Diocesan, regional and Combined Catholic Colleges competitions being a particular focus. As well as this all students are involved in school based athletics, swimming and cross country carnivals which encourage wide participation.

Exceptional achievements for 2015 were: Our U/14 Rugby League team won the Knights Knockout grand final with our other three teams runner up in the competition. Our Year 8 boys netball team were crowned state champions at the NSW Netball State Carnival this year. This was a remarkable achievement for a team that had only recently taken up the sport.

Notable achievements in 2015 included students representing at the Combined Catholic Colleges Cross Country and All Schools Swimming Championships. Students were also members of the NSW Northern Country Rugby League team.

In 2015 a school 'Horse Sports' team participated very successfully in a number of local events. The emergence of this team has allowed students and families who have great talent in this area to represent the school.

## 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	56.65%	56.80%	12.32%	15.30%
	Writing	22.17%	39.50%	38.92%	29.10%
	Spelling	65.52%	60.30%	9.85%	16.10%
	Grammar	53.69%	55.10%	16.26%	19.20%
	Numeracy	46.83%	53.00%	11.22%	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	38.10%	47.40%	27.98%	23.00%
	Writing	26.35%	33.60%	50.90%	39.20%
	Spelling	52.10%	50.90%	20.96%	22.10%
	Grammar	35.93%	40.40%	39.52%	29.00%
	Numeracy	43.90%	51.10%	18.29%	17.40%

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 0

## 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).	54
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	0

### Workforce Composition

Number of Staff	
Total teaching staff	54
Total non-teaching staff	19
Grand total	73

Percentage of teachers who are indigenous	1.9
---	-----

### Teacher Attendance

95%.

### Teacher Retention

Our staffing teacher retention rate from 2014 to 2015 was 84%. There are two main factors which explain this staff turnover. The first is the fact that four long standing members of staff retired and secondly that three staff involved in job-share arrangements or replacing permanent staff on leave completed their temporary roles at the school.

### Professional Learning Undertaken

Professional development of staff is critical to maintaining high educational standards. The staff undertakes regular whole school and individual professional development. During 2015 St. Joseph's focused on providing school based professional learning through 'Teaching and Learning Meetings' on a regular basis. These meeting confront many issues relevant to staff at the school – especially the incorporation of ICT in pedagogy to improve student learning outcomes.

Many staff have attended the extensive program of courses available through the Newcastle Catholic Schools Office and from time to time staff attend courses run by other organisations such as the NSW Board of Studies, the Catholic Secondary Schools Association and various Teachers' Associations. The funding for this professional development came from school funds and from the Catholic Schools Office.

A major priority in 2015 was PD for staff in the area of the building of Professional Learning Teams. Money allocated for 'School Improvement' was directed to this initiative and a whole staff PD day and subsequent training for Coordinators was provided. This scale of PD is not something that can normally be afforded and

there have been many positive outcomes from the experience.

## 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

There are a number of indicators offered below which suggest a high level of community satisfaction with St. Joseph's:

- Student enrolment in Year 7 for 2015 is at a record high for the school. For the first time ever a cohort of 210 students was accepted into the school. Up to the commencement of the school year there was a waiting list for places in Year 7.
- In 2014 St. Joseph's participated in a school evaluation process which involved extensive surveying/consultation with parents, staff and students. The results of this process indicated a very high level of satisfaction with the school and there is no indication that this would have changed for 2015.
- In 2015 there has been high levels of parent attendance at information evenings, parent/teacher interviews, cultural events, school open days and our annual 'St. Joseph's on Show.'

### Student Satisfaction

In 2015 there was again a survey of students at the school to determine their sense of St. Joseph's as a safe and welcoming environment. While this is termed as our 'Bullying' survey it is better thought of as a wellbeing survey as it allows the school to set pastoral priorities and identify any emerging issues in the student body.

As a result of this survey it can be said that students were overwhelming in their affirmation of the safe and secure environment of St Joseph's where they feel welcomed, valued and experience a spirit of mutual caring. While this may not be true for all students it is clear that for the majority it is the case and where it is not the the survey has allowed for intervention in specific circumstances.

Enrolment patterns also suggest a high level of student satisfaction with only a small percentage leaving the school during the academic year. Follow up on the reasons for leaving is routinely conducted and in a majority of cases this is due to the family relocating rather than an issue with the school.

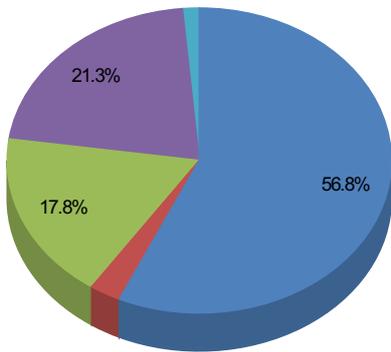
### Staff Satisfaction

At St. Joseph's there is a continuing trend of a high level of teacher retention. The stability of staffing is recognised as a contributing factor to the consistent and high level of academic performance of students at St. Joseph's.

In 2015 a number of coordinator reviews were conducted where staff were able to offer feedback about the school and support offered to them. In all cases the feedback was positive with staff indicating a sense of belonging and commitment to the school.

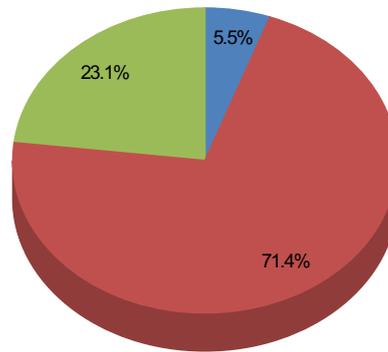
Staff involvement in extra-curricula is high with strong support for attendance at retreats and excursions and many volunteers for coaching sporting teams and coordination of cultural activities.

Income



- Commonwealth Recurrent Grants (56.8%)
- Government Capital Grants (2.6%)
- State Recurrent Grants (17.8%)
- Fees and Private Income (21.3%)
- Other Capital Income (1.4%)

Expenditure



- Capital Expenditure (5.5%)
- Salaries and Related Expenses (71.4%)
- Non-Salary Expenses (23.1%)

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 <sup>1</sup>	\$19,472,754
Government Capital Grants <sup>2</sup>	\$902,287
State Recurrent Grants <sup>3</sup>	\$6,100,465
Fees and Private Income <sup>4</sup>	\$7,311,260
Other Capital Income <sup>5</sup>	\$481,334
<b>Total Income</b>	<b>\$34,300,374</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$1,841,576
Salaries and Related Expenses <sup>7</sup>	\$23,899,380
Non-Salary Expenses <sup>8</sup>	\$7,745,621
<b>Total Expenditure</b>	<b>\$33,486,577</b>

For the 2015 year the All Saints College, St Joseph's Campus received \$32,274 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 Paul Greaves**

**All Saints College, St Joseph's Campus**

**LOCHINVAR**

**Phone: 4930 7291**

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