



All Saints College, St Joseph's
Campus, LOCHINVAR

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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

In terms of school identity 2016 represents the end of an era for our school - and the beginning of a new one for 2017. This will be the last Annual School Report under the name of All Saints College, St Joseph's Campus as from 2017 our name will revert to St Joseph's College, Lochinvar. This name is familiar to many in our community as it was the one used prior to our association with All Saints College. Throughout 2016 much has been done, beyond our new name, to develop our new identity with a new crest, new vision and mission statement and new uniform also being decided.

2016 has also seen further growth in enrolment and we have also been witness to the construction of a swathe of new facilities at the school. Such growth will bring a new range of opportunities to St Joseph's which we trust will enhance outcomes for all. 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.

In terms of facilities we have seen the construction of a new hall, cafe, hospitality and food technology rooms. This new multi-purpose gathering space we can use independent of the prevailing weather, will be of great value and will enable many new ways of experiencing community.

Recent enrolment patterns confirm a need for extra places in our area for senior years and in 2016 much has happened to be ready for the commencement of Year 11 students in 2018. It is not only facilities that need to be attended to in order for this to be possible. Curriculum, pastoral, ministry and organisational aspects all have to be attended to and a good example of this is the work done in 2016 to commence a new timetable structure in 2017. This work has been guided by an 'Implementation Committee' established this year through the support of the Catholic Schools Office to oversee the preparations.

In September we sent students to Izumigaoka Junior High School, our sister school near Kyoto in Japan. This was a very successful cultural exchange and the profile of Japanese language and culture 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.

Parent Body

Parent body message

2016 was a big year for St Joseph's P&F, with the school set to undergo enormous changes as we begin our journey towards 2018 and our first group of stage 6 students at the school commence their HSC. The school announced their new crest and colours towards the end of 2016 and were very excited at the prospect of being able to use these during 2017 as the preparations for 2018 continue in earnest and it is here that our P&F journey for 2016 began.

The P&F were asked to provide feedback, discussion and approval on a number of issues affecting the entire school community. Topics covered were as follows:

- New School Crest
- New School Colours
- New School Uniforms
- How the School Uniform should be worn

In addition to the above the P&F were also able to gain first hand information concerning:

- The new timetable structure and how it would work for the school as a whole
- The fact the sport would no longer be part of the school timetable and what this means to the students and the structure of the timetables

Another item that was on our agenda last year was the introduction and approval of a new award for leadership in the school. This award will be given out for the very 1st time at the end of 2017. This award has been introduced in recognition of the leadership provided to the P&F over the last 20 or so years by Jo Stanwell. Jo has been a member of the P&F since her 1st child commenced at St Josephs and in that time

has held numerous roles on the P&F executive. Sadly Jo's last child finished their education at St Joseph's during 2016 and the family has moved to a new chapter in their lives.

I would encourage all parents or carers to consider attending a P & F meetings even as one-off event. The P&F offers an environment for parents and carers to provide their feedback, ideas and in some cases objections to the various topics tabled at our meetings.

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

As school leaders of 2016, we have seen the school continue to grow and develop and have had the pleasure of being part of these changes. Being a part of the School Representative Council we have assisted in the decisions for new school uniforms, the new crest and what students would like to see the school become in the future.

As leaders of the school we have attended events such as the Catholic Schools Week Mass, the Catholic Schools Mission Statement Mass and the Mayor's Leadership Breakfast. We have also been involved in the running of school liturgies and masses such as NAIDOC week, Mary Mackillop Feast Day and Catholic Schools Week. Although, attending events and reading at assemblies is not the only duties we are required to do, we are expected to set an example to the younger students and be role models for others who continue to carry out the Josephite tradition. We do this by wearing our uniform with pride, having respect for our peers and teachers, following the school rules and creating a safe and welcoming school environment for everyone.

Being the school leaders of St Joseph's Lochinvar in 2016 has been an honour and privilege. We are very thankful for this opportunity we have been presented with and have fulfilled our roles to the best of our abilities. We wish the school leaders of 2017 all the best.

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.

The Sisters of St Joseph's 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 2017 the school will become independent from All Saints College and will again be known as St Joseph's College, Lochinvar.

In 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 Sisters 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 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 2016 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, including in 2016, St. Joseph's has been a contributing school at the 'Way of the Cross' at Kilaben Bay.

A strong emphasis is placed on school involvement in Diocesan events such as the Mission Mass, Catholic Schools Week Mass and in 2016 the Year of Mercy. Student leaders and staff are participants in these events and report back to the school at assemblies and year group meetings.

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 College is taught in a manner consistent with the programs devised by the Secondary Religious Studies Department of the Catholic Schools Office, Newcastle.

The programs have been implemented for approximately six years now and there is a focus to ensure the concepts are taught to a depth of knowledge and understanding.

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

Year 7 Understanding of Faith and our school charism, Jesus as Christ and Teacher, Beliefs of the Catholic

Church, Early Church in the Middle Ages and studies of the Hebrew Scriptures

Year 8 New Testament Scripture, The Sacraments, Prayer and Spirituality, The Church and Social Justice

Year 9 Morals and Ethics, World of Religions, Studies of the Old Testament and Church History – The Reformation

Year 10 Social Justice, Study of Gospels, Church History

Each year, Year 10 students have the opportunity to attend a three-day retreat. The retreat, held at two sites in 2016, was very well received with the majority of students choosing to attend. Staff support the importance of the retreat with their attendance to give the students a valuable spiritual experience.

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 2016, students were involved in a number of social justice initiatives including: - Project Compassion, St Vincent de Paul Society, Catholic Mission, Refugee awareness campaigns 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 2016 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 actions 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
26	28	48

*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 2016

Scholastic Year	Number of Students
Year 7	210
Year 8	204
Year 9	167
Year 10	168
Total	749

Student Attendance - 7 to 10 - PDF

Percentage of student attendance by Year level and school average for 2016

Year 7	Year 8	Year 9	Year 10	School Average
91	89	87	88	88.75

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 20-30 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 2016 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 2016 the Pastoral Care Framework used at 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 and continued to be implemented in 2017.

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 occurring in 2016. 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 2016 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

There were three main areas targeted in our 2016 School Improvement Planning. These were improvement in our NAPLAN literacy results, establishment of a numeracy support program and preparation for the upcoming implementation of Stage 6.

Despite ongoing effort to seek improvement in trends related to literacy in NAPLAN there had not been the sort of improvement that was hoped for. This was especially the case for writing which we see as a foundational skill required by student to articulate and express their learning and to enable higher order skills such as problem solving.

While our growth results for numeracy in NAPLAN have been strong across a number of years, results indicated a need to extend students in the higher bands. Establishment of a numeracy program to assist individual targeted students at all levels will hopefully result in improvement.

Preparing for stage 6 encompasses a wide range of areas including school identity, facilities, pastoral and curriculum. To oversee and guide this activity a set of systems and process were established in 2016. This work will be critical in guiding the school through this important phase of growth.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>The employment of a Literacy Support Teacher was a key priority for 2016. It is clear from NAPLAN and other data that there was 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>The Literacy Support Teacher has been proactive in developing school based professional development and in active engagement with students and teachers in classroom settings. This has included team teaching, exemplar teaching of specific literacy skills and the development and sharing of resources across the school in all areas of the curriculum. The reinforcement of a TEEEC paragraph writing structure was also a feature of the work of this teacher.</p> <p>It was very heartening to see in our 2016 NAPLAN results in writing there was a significant trend reversal with the school average being above both the state and Diocesan average for the first time in a number of years. This has provided a solid example of what can be achieved via shared and targeted effort for a specific goal.</p>	<p>During 2016 a new timetable and curriculum structure was developed as a part of our re-introduction of Stage 6 class at St Joseph's from 2018. The aim of this effort is to provide a set of structures that are responsive to current and perceived future curriculum demands in NSW. Negotiation with staff and the school parents body has enabled this development and 2017 will see the trial of the new timetable prior to the arrival of Year 11 students in 2018.</p> <p>A major outcome of the new timetable is that the amount of time students have in front of a teacher in Years 11 and 12 will be maximised and as a result, students and teachers will be able to seek depth in learning. This will involve reallocation of staffing which is most easily achieved in schools where growth in enrolments and staffing is occurring.</p>

<p>A Numeracy Support Teacher was appointed in 2016 to offer specific support to students who do not meet benchmarks as identified in NAPLAN and school based testing and to extend students at the higher bands who were not necessarily achieving to their potential. School improvement funding was directed to this role.</p> <p>The model has seen identified students being withdrawn from some lessons to pursue an intensive program in development of foundational and problem-solving numeracy skills. This program has contributed to a further improvement in our school trend in growth in numeracy skills in students. NAPLAN data continues to show that growth in numeracy from Year 7 to Year 9 is a particular strength of our curriculum.</p>	<p>Further growth in literacy and numeracy levels as revealed in NAPLAN data remain as priorities for St Joseph's. Based in the success of the 2016 results the positions of literacy and numeracy support teachers have been continued.</p> <p>In terms of literacy there has been a commitment to expand the focus on writing and to also include other focus areas such as spelling and grammar. In numeracy the focus has also been broadened to include extension of students in the upper bands to gain further improvement in more complex questions and concepts.</p> <p>Individual teachers have been encouraged to develop their professional practice in these areas and our faculties have incorporated professional practice and development goals in their planning for 2017.</p>
<p>With the announcement in 2015 that St. Joseph's will again be offering Stage 6 curriculum from 2018, there has been a significant amount of work in 2016 to prepare for this development. This has involved a wide range of activities such as:</p> <ul style="list-style-type: none"> ■ 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. ■ Development of a Stage 6 curriculum structure and associated timetable. ■ Review of school mission, vision and identity. ■ Development of pastoral procedures and structures to cope with Sate 6 students. <p>There will of course be many other priorities identified and all will need to be addressed as 2018 arrives.</p>	<p>With the growth in enrolments at St Joseph's over the last ten years and with further growth predicted and with the expansion of the school to include Stage 6, there is great strain being placed on the physical resources of the school. While recent building and refurbishment programs, which have been greatly appreciated, have occurred there will remain a need to be cautious of the impact of this growth. One example is the provision of suitable playground and sport facilities at the school.</p> <p>A key focus for improvement for 2016 was an audit of our needs in this area leading to the commencement of planning to address this issue. As the school will likely have an enrolment of around 1100 students by 2020 it is clear that our current playing field area will be inadequate. Land suitable for the fields has already been procured adjacent to the school as a result of our Masterplan for the site but the issue of how to best develop this area remains.</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.

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. A particular highlight in 2016 was the significant improvement in writing in Year 9. This was even more significant in that we had targeted this area for improvement and had directed funds and great effort in this area.

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 participated in a broad range of cultural activities and had the opportunity to be involved in many school and Diocesan events. These included;

- Diocesan Public Speaking Competition - selected students from all year groups competing in different categories
- Hosting the annual Diocesan Debating Competition and students from all year groups competing in the competition
- Involvement in a range of poetry, writing, photographic, art and design competitions
- Diocesan Theatresports Competition
- Year 7 & 8 'Drama Club' Performance
- Participation by some of our students in ASPIRE – an audition based Diocesan Creative & Performing Arts initiative
- Participation in or member of groups such as School Choir and Junior Rock Band
- Hosting the annual Diocesan Choral Showcase and vocal workshop
- Participation in 'Dio-Sounds' - a Diocesan initiative to promote the Performing Arts in the Diocese
- Year 10 Elective Music Recital Evening
- Ukulele Group - performers at 'Newcastle's 2016 Newkulele Festival'
- St Cecilia's Music Program - St Joseph's offers students individual instrumental and singing lessons concurrent with our curriculum

Sporting achievements

A tradition of involvement and achievement in sport continued in 2016. Teams were entered in a full variety of sports at local, regional and state levels with Diocesan and Combined Catholic Colleges competitions being a particular focus. In addition, all students are involved in school based athletics, swimming and cross country carnivals which encourage wide participation.

Exceptional achievements for 2016 were: Our U/13 and U/15 Rugby League teams won the Knights Knockout grand final and then travelled to Penrith to compete in the State Championships.

Notable achievements in 2016 included students representing at the Combined Catholic Colleges Rugby League, Cross Country, Athletics and All Schools Swimming Championships. Students were also members of the NSW Northern Country Rugby League team. The U15's cricket team made it to the quarter final in the Berg Shield which is a state wide competition. The male teams in soccer inaugural Dave London Shield was again contested. This is a wonderful initiative between St Peter's, Maitland and St Joseph's, Lochinvar in memory to a past colleague.

Student Achievements

Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students 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 2016		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	18.97%	26.20%	17.44%	18.90%
	Writing	11.73%	15.50%	26.02%	28.60%
	Spelling	24.49%	28.20%	18.37%	19.20%
	Grammar	19.90%	27.60%	22.45%	21.50%
	Numeracy	24.34%	30.30%	10.05%	16.80%

NAPLAN RESULTS 2016		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	15.07%	20.60%	22.60%	23.20%
	Writing	8.90%	12.30%	36.99%	39.50%
	Spelling	12.33%	21.80%	27.40%	24.60%
	Grammar	8.22%	16.20%	28.08%	28.90%
	Numeracy	6.85%	22.50%	15.07%	19.30%

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 2016 was 166

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).	56
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	57
Total non-teaching staff	19
Grand total	76
Percentage of teachers who are indigenous	1

Teacher Attendance

95%

Teacher Retention

2016 Retention: 100%

Due to increased enrolments our staffing establishment rose by 3. Whilst we had 2 staff members take maternity leave, being replaced by temporary staff, no permanent staff left St Joseph's.

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 2016 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 2016 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.

Funding and professional development was also directed to enhancement of the teaching of literacy skills. A Literacy Support Teacher was employed in 2016 and has provided in-house professional development for staff. This, along with release for teachers to attend externally provided professional development has, we believe, been a factor in improved NAPLAN results in Year 9 in this area in 2016.

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 2016 remained high. For the third year in a row 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 2016.
- In 2016 there has been high levels of parent attendance at information evenings, parent/teacher interviews, cultural events and school open days.

Student Satisfaction

In 2016 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.

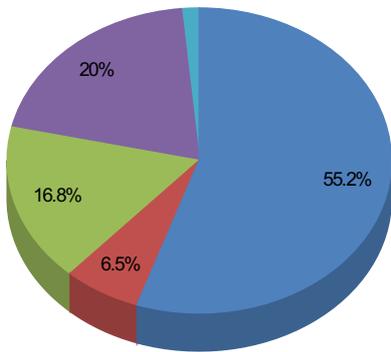
Staff Satisfaction

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 2016 a number of coordinator reviews were conducted where staff were able to offer feedback about the school and the support offered to them. In all cases the feedback was positive with staff indicating a sense of belonging and commitment to the school.

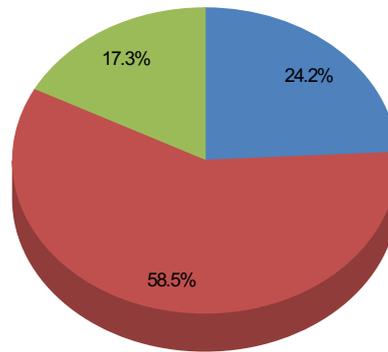
Staff involvement in extra-curricula is high with strong support for attendance at retreats and excursions and many volunteers for coaching sporting teams and coordination of cultural activities.

Income



- Commonwealth Recurrent Grants (55.2%)
- Government Capital Grants (6.5%)
- State Recurrent Grants (16.8%)
- Fees and Private Income (20%)
- Other Capital Income (1.5%)

Expenditure



- Capital Expenditure (24.2%)
- Salaries and Related Expenses (58.5%)
- Non-Salary Expenses (17.3%)

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 2016 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$20,632,087
Government Capital Grants ²	\$2,418,691
State Recurrent Grants ³	\$6,274,082
Fees and Private Income ⁴	\$7,468,988
Other Capital Income ⁵	\$555,465
Total Income	\$37,377,185

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$10,438,966
Salaries and Related Expenses ⁷	\$25,273,479
Non-Salary Expenses ⁸	\$7,489,438
Total Expenditure	\$43,201,883

For the 2016 year the All Saints College, St Joseph's Campus received \$27,872 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 Parents 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 Greaves Paul

All Saints College, St Joseph's Campus

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Phone: 4930 7291

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