

ANNUAL SCHOOL REPORT

2017

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 NESAs 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 2017 and gives information about 2018 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 students are encouraged to develop and grow as confident, compassionate young adults. Students are committed to "community minded" projects, within the school and our local community.

St Joseph's High School, Aberdeen stands proudly in the spiritual tradition of St Mary MacKillop, having been founded, originally as a primary school, by the Sisters of St Joseph from Lochinvar in 1896.

There are no longer Sisters of St Joseph at Aberdeen, and our challenge is to ensure that our school does not lose sight of the Christian spirit which needs to underpin everything we do, if we are to thrive and witness as a truly Catholic school in the 21st century.

By building in five minutes of quiet, prayerful reflection at the middle of each day, our school community, students, teachers and staff, have the opportunity to reflect on the quality of our lives and renew our spirits.

To help remember and develop our spiritual culture and traditions we have named this quiet period each day our "MacKillop Moments."

The school also developed a program of Form Masses and marked major events, such as the Feast of St. Joseph and Year 12 Graduation, with the celebration of Mass.

Our 2017 School Improvement Plan focussed on improved practices with the adoption of "Visible Learning" and "Education Impact." These programs will enable staff to analyse their teaching pedagogy and enhance quality education. 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.

St Joseph's community provision has once again seen students involvement in the "All Stars" program and community days to raise much needed funds/provisions for the disadvantaged in our community.

November 2017 saw the commencement of the Commonwealth Grant for Stage 2 of our Building Project. This funding, along with Diocesan funding, will complete St Joseph's Building Project, providing much more efficient learning spaces.

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 & 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 is a very important concept at St Joseph's. The Parents & Friends Association at our school comes together in a spirit of collaboration and close cooperation with the school and local community.

The Parents & Friends Association works with the school to offer varied activities each year. Whilst some functions are aimed to raise funds for the school, we also place as much emphasis on building community and providing an avenue for parents to get together to meet and socialise, or parent information nights to support each other and exchange ideas.

Our meetings provide an opportunity for our Principal to bring parents into the loop of current "happenings" and any proposed changes across a wide range of areas including: Staffing, student assessment, curriculum changes, educational or other requirements of the school.

The slower local economic environment has brought us some difficulties. People are 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 more long standing families at the end of 2017. 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

The students of St Joseph's Aberdeen 2017 have continued to uphold the school's motto 'Have a Care for Justice and Act with Integrity' in all aspects of school life. From successful community days to generous Christmas food drives, students from Years 7-12 displayed qualities of compassion, determination and empathy. Through participating in these events and activities, the students learn valuable life lessons as well as experiencing the wonderful feeling of giving back to their community.

This year, the school successfully staged another fantastic Musical where students from all years could display their abilities whether it be through dance, drama or music. 'High School Musical Jr.' was one of the major highlights of 2017 as the local community could observe the great work of many talented St Joseph's students.

Another highlight at St Joseph's for 2017 was a particular Community Day where funds were raised for the 'Where There's a Will' Foundation to increase knowledge of mental health concerns among the community. The Student Representative Council worked collectively with the entire school body to provide food stalls and activities with the main goal being to raise money for the Foundation. It was a very successful day that all students should be extremely proud of.

The students of St Joseph's, as well as the staff, parents and other community members, have created a welcoming and nurturing learning environment where everyone is encouraged to strive to their full potential. The relationships created within St Joseph's are based on care, love and compassion which is a direct result of the great community spirit within this school.

SCHOOL FEATURES

History of the school

The Upper Hunter's Catholic educational culture began in Aberdeen in 1896. Four Josephite sisters from Lochinvar were sent on a mission to the school's current site to begin a primary school. Public transport for students was essentially non-existent, so a small number of boys began boarding at the Convent. Over time, the boarder population increased and this required the building of specialised boarding facilities. For most of its history then, St Joseph's was a boarding school for primary school-aged boys, and it also served as the local area's Catholic co-education primary school.

1971 saw the closure of the primary school, and the subsequent transformation of St Joseph's, in 1972, into a regional high school with the brief of serving the educational needs of the Upper Hunter Catholic community.

From this time St Joseph's has continued to grow and evolve. The school has undergone multiple building programs with an emphasis on information technology and trade training facilities. A legacy of the boarding school that is especially enjoyed is the school pool and farm.

Location/Drawing Area

St Joseph's High School, is situated within Aberdeen and overlooks the fertile farmland and picturesque Hunter River. Located in the heart of the Upper Hunter, the School is part of the traditional country of the Wanarua and Kamilaroi people. Aberdeen is part of the Muswellbrook Parish community. St Joseph's accepts students of both genders from Years 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 noted for its strong 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. 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.'

In 2017 the school introduced its 'MacKillop Moments' where everyone pauses for five minutes around midday for silence, reflection and prayer.

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 are 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. Staff and students participate in the annual Called to Serve Mass, the Diocesan Way of the Cross, the launch of Caritas and Student Leadership Retreat and staff retreats. 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. Additionally a sense of authentic Catholicism is encouraged through regular masses held for each year group, attended with Religious Education Teachers.

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 personal strengths and 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 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 2017 outreach and social justice initiatives were incorporated into the Religious Education program with special emphasis on understanding and responding to the needs of Cambodia.

Under the label of 'Aberdeen Cares,' students were encouraged to contribute to a range of activities supporting groups such as Caritas, Catholic Mission, the St Vincent de Paul Society and local schools and orphanages in Cambodia. The guiding methodology was the traditional Catholic approach to social justice of "See, Judge, Act."

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 150 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, and a close relationship with the other schools in the region.

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.

2017 saw the establishment of a new student community activity body known as the MacKillop Mission Group. These students assisted in the celebration of the Feast of St Mary MacKillop and raised funds for the MacKillop Foundation.

Student Profile

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

LBOTE*	SWD*	Indigenous
28	21	49

*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 2017

Scholastic Year	Number of Students
Year 7	119
Year 8	103
Year 9	124
Year 10	114
Year 11	98
Year 12	76
Total	651

Student Attendance - 7 to 12 - PDF

Percentage of student attendance by Year level and school average for 2017

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	School Average
90	92	91	89	89	92	90

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 Aberdeen is a safe and equitable community. Its students are encouraged to demonstrate values of acceptance, responsibility and respect for others, regardless of background, gender, creed or cultural tradition. At St Joseph's, Pastoral Care is reflected in its healthy, supportive and welcoming community. We have begun more regular pastoral care lessons on a school-wide basis, focussing on self-awareness, mental health, positive behaviour and resilience. This also encompassed the utilisation of Well-being leaders selected from Years 10 and 11. Greater use is made of the Community Liaison Police Youth Officer in the information of community issues such as drug and alcohol abuse and the inappropriate use of social media platforms.

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 relationships with all members of the community. In particular, our focus is the student body. We promote in our young people Gospel values such as tolerance, compassion, honesty, forgiveness, hope, justice and integrity.

This policy promotes a quality of life for the wider community itself which is consistent with a balanced and just expectation, the hallmark of authentic Catholic education in keeping with the beliefs of the Sisters of St Joseph.

Staff endeavour to help students learn from their mistakes and reconcile and resolve problems with others.

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 to affirm each student's worth, dignity and vocation. Bullying strikes at the foundations 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.

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 12. Students are supported by separate or small group supervision, extra time, reader, writer or rest breaks.

School Improvement

School Improvement Plan

At St Joseph's our goal has always been to improve the quality of classroom teaching and learning. In 2017 we strived not only to improve students' academic results but worked to include their overall wellbeing.

Firstly, to achieve this, we engaged in a partnership with the Visible Learning Team utilising the research of Professor John Hattie as a means of enhancing the role of our teachers as they become evaluators of their own teaching practice. Two professional development days were dedicated to providing staff with an in-depth look at the impact they are having on student achievement, the collection and analysis of data.

Secondly, we embraced a chance to develop wellbeing in the school via the "Where There's a Will" Foundation. Incorporated with the Visible Wellbeing developed by Professor Lea Waters we are endeavouring to take our Wellbeing Policy and put it into everyday practice at St Joseph's.

Community and stewardship has always been a focus at St Joseph's. By investing in Visible Learning and Visible Wellbeing we are investing in the future wellbeing of your entire school community.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>Significant steps were made in developing the Religious Education Faculty as a specialist team working together to strengthen and improve the delivery and resourcing of the Religious Education curriculum. A core team led by the Religious Studies Coordinator and Ministry Coordinator has worked to draw upon and develop the skills of teachers in other faculties in such areas as the teaching of Studies of Religion, staffing and leading senior retreats, preparing liturgies and integrating positive mental health programs with spirituality programs.</p> <p>Student awareness of the school's Catholic identity has been developed through the daily MacKillop Moments which also provides five minutes devoted to the benefits of silence, reflection and self-awareness, for students and staff.</p> <p>In Religious Education, Theology and Spirituality Staff professional development opportunities were utilised by a number of staff members attending Faith Accreditation courses run by the Catholic Schools Office, while others continued with or completed post-graduate courses run by Newcastle University and the Australian Catholic University.</p>	<p>The specialist R.E. faculty, with the aid of relevant professional development, has the aim of developing more effective and innovative methods for the delivery of an innovative, inclusive and differential program targeting student participation and integrated reflective experience. Participation in the Diocese's curriculum writing and assessment teams; student excursions to experience Jewish, Christian and Islamic places of worship and educational presentation will also be expanded to address the problems caused by the large distance between such sites and the Upper Hunter to meet the Australian Bishops' call for initiatives to address the strategies for the New Evangelisation.</p> <p>To further improve the whole school understanding and support for the Catholic Identity priorities the school will enter into partnership with 'Going Deeper,' a Canberra-based company which offers weekly videos and written and electronic supporting material. The short weekly video programs are designed to cover the full range of educational and professional development issues involved in Catholic Education and will be presented at the start of each weekly staff meeting.</p>

<p>Student academic improvement across all years was a priority in 2017 with an endeavour to implement a school wide culture of student improvement. St Joseph's commenced a relationship with Visible Learning from Corwin using the approaches of Professor John Hattie to assist staff to look at the impact of the teacher in the classroom. The employment of Dr Sharon Cooper assisted staff in development of assessment tasks and cross-curricular projects.</p> <p>A continued emphasis on the BYOD program utilising technology in the classroom, one representative staff member from each faculty attended the EduTech conference in Sydney to gather ideas on extended the use of devices in the classroom.</p> <p>Education Perfect was trialled in 2017 in the core subjects. An online education delivery program which engages students through the use of the devices in the room, helping students to learn at their own pace and give instant feedback on their knowledge and understanding of these subjects.</p>	<p>The completion of the school's redevelopment program in 2018, finishing the building program started in 2015. At the completion of this year all teaching and learning spaces will be renovated to provide students with the best possible physical learning environments.</p> <p>Continuing with one of our school goals to further develop clear curriculum delivery staff attended Professional development on the analysis of RAP data.</p> <p>The Leadership Team will develop a series of classroom observations and walkthroughs as per the Visible Learning research to help develop the common language in the classroom. With the development of fortnightly faculty meetings studies coordinators can work on professionally developing their staff to promote current pedagogical practices</p>
<p>Student well-being was a major focus in 2017. The development of a mentor program for Year 12 students, linking staff and students to facilitate them reaching their goals on a personal level and making sure they survive the HSC both academically and mentally.</p> <p>During 2017 the staff of St Joseph's were approached by the "Where There's a Will" Foundation to explore the possibility of a relationship with the staff and build on the program of student well-being and positive education. Student Leaders attended a leadership conference in Adelaide to start the student involvement in the program.</p> <p>Developing our focus on Aboriginal Education St Joseph's engaged the services of Richard Campbell as a resident artist, working with the indigenous students to build a positive profile within the school leadership program.</p>	<p>In 2018 we will continue with our relationship with the "Where There's a Will" Foundation with staff attending several professional development days and leadership programs. The development of a fortnightly Pastoral Care period in which staff can deliver the positive education content and build develop a set of common values and a common language in the classroom. Two staff will attend the PESA conference in Victoria and a further two staff will attend the Accidental Counsellor program as part of the professional development towards this program. The school leaders will once again attend the Student Leadership Conference in Adelaide to return to lead and develop the Student Representative Council who will work towards the positive education roles within the student body.</p>

Academic Achievements

Academic achievements and activities which complement student learning are acknowledged in each school newsletter. There are regular contributions from teachers and co-ordinators, and these often include advice on study skills and goal setting. The School introduced a "Mentoring Program" for Year 12 students to support them in their academic and post-school pursuits. Below is a selection of the significant activities and events in which St Joseph's has participated as part of this very active and busy academic year.

- Students continued participation in International Competitions and Assessments for Schools (ICAS) in 2017

- iSTEM remained a priority in the school's curriculum in 2017, and the E-Vehicle Challenge in which our students compete is a staple in that effort
- The intensive "boot camps" have seen a marked improvement in literacy skills for those students who require extra assistance in this important area of communication
- Two students were awarded Year 10 Diocesan Excellence Awards
- One student received an ATAR of over 90
- Four students received First in Diocese Awards.
- Six students appeared in the Distinguished Achievers' List.

Cultural achievements

St Joseph's High School has an active co-curricular program allowing students to engage in variety of experiences, including:

- Kia-Ora Music Camp
- Diosounds
- ASPIRE
- Debating and public speaking competitions
- NSW Mock Trial Competition
- Shared school-industry association with the Olive Grove farm
- Competition at a variety of local and interstate agricultural shows
- The Pipes and Drum Band
- Involvement in the "Choose Maths" program
- The Friday Café for teachers and students linked to the food technology and hospitality program
- Excursion to the Sydney Jewish Museum
- Encore
- Onstage
- ArtExpress
- Excursion to the Sculptures by the Sea event in Bondi
- Artist-in-Residence Richard Campbell
- Production of High School Musical
- The All-Stars program
- Anzac Day commemorations

Sporting achievements

In 2017 St Joseph's continued to be successful across many sports. Students participated in both internal and external sport. At Diocesan level, students were selected in representative sports such as Rugby League, Football, Touch Football, Cross County, Athletics, Swimming, Netball and Golf. The school was the winner of the NSW All Schools Triathlon, Intermediate Girls. One student was selected in the NSWCCC Cricket Team. Success came in a number of competitions at local and Diocesan levels. Notably our 15 years old Cochrane Cup Rugby League Team advanced to the State semi-finals and winning the Knights Knockout. This is an admirable achievement in a state competition. Students were selected from National Futsal tournaments to represent Australia in both male and female teams to tour Europe. This sport continues to grow in our School.

Our Horse Sports team saw awards at both individual and team levels.

St Joseph's Aberdeen 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 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 2017		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	53.33%	57.80%	15.83%	16.20%
	Writing	36.97%	40.20%	31.09%	28.40%
	Spelling	60.50%	61.30%	20.17%	15.50%
	Grammar	49.58%	55.90%	23.53%	18.80%
	Numeracy	57.50%	61.30%	16.67%	13.90%

NAPLAN RESULTS 2017		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	17.86%	50.40%	17.86%	21.30%
	Writing	9.82%	36.60%	37.50%	36.80%
	Spelling	17.86%	49.80%	23.21%	21.70%
	Grammar	11.61%	45.40%	25.89%	25.40%
	Numeracy	15.18%	53.10%	5.36%	16.00%

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>	
	2017	
	School	State
Ancient History	67	62
Biology	82	69
Business Studies	69	66
Community & Family Studies	83	68
English Advanced	82	92
English Standard	51	55
General Mathematics 2	42	51
Industrial Technology	57	47
Mathematics	60	75
Society & Culture	88	80
Studies of Religion 1 unit	68	82
Studies of Religion 2 unit	78	78

In 2017 the HSC cohort once again displayed a range of successes with four students achieving Diocesan Dux awards in Primary Industries, Agriculture, Metals & Engineering and Music 1 and six students made the NESAs Distinguished Achievers list in the subjects of Community & Family Studies, Biology, PDHPE and Music 1.

Another successful year with many students achieving their personal goals, with a significant number of students continued onto further study at University or TAFE through the local apprenticeship schemes.

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 2017 was 36

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).	62
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	7

Workforce Composition

Number of Staff	
Total teaching staff	62
Total non-teaching staff	20
Grand total	82
Percentage of teachers who are indigenous	2.53

Teacher Attendance

95%

Teacher Retention

Teacher Retention was 100%.

Professional Learning Undertaken

The priorities for professional learning included:

- Learning Support PD
- Secondary RAP Analysis
- Teacher Accreditation 1st Year Induction Day
- Metals and Engineering Program
- Accreditation Institute Mentor Training Day
- Creative Writing PD
- Jewish Board of Deputies Workshop
- Training for PP&D Leaders
- Well-Being PD
- ISRA conference

- Graduate Certificate in Leadership for the New Evangelisation
- SKLAN Meetings
- Choose Maths PD session
- Business Studies PD Day
- Mandatory Due Diligence WHS sessions
- OneNote Training PD
- Student Coordinators' Assembly Day
- Retreat Training Program
- COSI Curriculum Focus Day
- K-12 Faith Education Accreditation Program
- Pedagogy Planning and Programming Day
- Health and Safety Committee Training
- Closing the Gap Indigenous Program
- Online Dyslexia Training
- Religion Education/Ministry Coordinators' Retreat
- Tailor-Made Consultancy on Meaningful Assessment program
- MODFAB 3D Printing Design and Basic Cad Workshop

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 strives to maintain a close relationship with its parent community. A number of formal occasions in which parents are invited into the school to meet with teachers and coordinators, as well as the school executive, take place throughout the year.

Additionally, parents are welcomed into the school on informal occasions and receive contact from teachers and coordinators throughout the year via verbal and written correspondence, review grades, and semester reports.

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 with the dissemination of information and feedback.

The consistent message received from parents is that they feel welcome at the school and provided with opportunities to express their opinions and assist in the organisation of the school. This is reflected in the level of school enrolments which continue to rise steadily.

Student Satisfaction

St Joseph's values promoting the Catholic value of service and as such, places a high priority on the development of student leaders, with approximately 180 recognised leadership and service positions available to students. These highly competitive roles emphasise ownership, stewardship and involvement in all facets of school life.

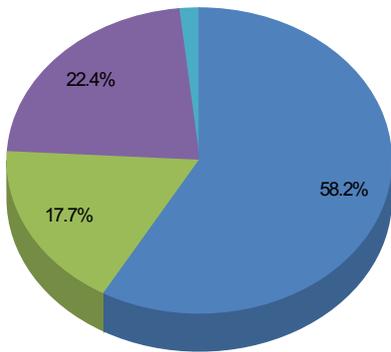
Feedback from the Student Representative Council (four elected students per class, plus a senior executive) indicates a high level of student satisfaction with the school and very high levels of participation in school sporting, cultural, academic, community service and cultural events. This furthers the school aim of fostering the potential of each and every student.

Staff Satisfaction

St Joseph's has a dynamic blend of beginning and veteran teachers, which results in a young, energetic and committed staff. The staff is recognised throughout the Diocese as a hard working and generous one, which is reflected in the wide range of activities and experiences provided to students which would not be possible without the willingness of staff to contribute time and guidance above and beyond the industry norm.

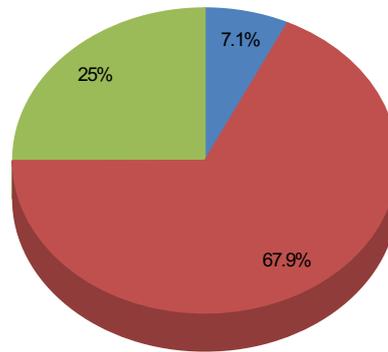
The overwhelming majority of staff in leadership roles, began their teaching careers at St Joseph's Aberdeen and have remained in the school, indicating high levels of fidelity and identification with the school community.

Income



- Commonwealth Recurrent Grants (58.2%)
- Government Capital Grants (0%)
- State Recurrent Grants (17.7%)
- Fees and Private Income (22.4%)
- Other Capital Income (1.7%)

Expenditure



- Capital Expenditure (7.1%)
- Salaries and Related Expenses (67.9%)
- Non-Salary Expenses (25%)

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 2017 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$7,065,667
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,143,211
Fees and Private Income ⁴	\$2,715,356
Other Capital Income ⁵	\$208,194
Total Income	\$12,138,048

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$854,355
Salaries and Related Expenses ⁷	\$8,197,989
Non-Salary Expenses ⁸	\$3,019,491
Total Expenditure	\$12,071,835

For the 2017 year the St Joseph's High School received \$5,620 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, NESA, 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:

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>