

ANNUAL SCHOOL REPORT

2017

SERVICE. LEADERSHIP. JUSTICE.

Together in Christ



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About the Annual School Report

All Saints College, St Joseph's Campus is registered by NESA 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

2017 at St Joseph's College Lochinvar has been a year of great change and great preparation for further change. The first aspect of this has been getting used to our new name to the point where it is now natural in our everyday use. Also central to our school identity we have adopted our new crest, vision and mission statement and we have even seen the first students wearing our new school uniform. While St Joseph's College commenced in 1883 the work done in the last few years builds on our long history set a firm foundation for the future of the school. This future builds on a rich Josephite history to cater for a growing demand for the choice of Catholic education in our area.

To cater for continued enrolment growth and the arrival of the initial Year Eleven cohort in 2018 there has been a substantial building and refurbishment program which has been completed in 2017. The highlight of this has been the opening of our new Multi-Purpose Hall and associated teaching spaces for food Technology and Hospitality in October. Known as 'MacKillop Place' these new facilities have added important new dimensions to our teaching and community life at the school where the ethics of service and passion for community associated with our Josephite heritage can be brought to life.

Effort and attention to facilities has been matched in 2017 with developments in our pastoral, ministry and curriculum areas. A revised Pastoral Framework inclusive of wellbeing, the establishment of a Ministry framework, the introduction of a new timetable and the extensive curriculum preparation for the arrival of Year 11 students in 2018 have been notable achievements for 2017. The dedication and effort of a wide variety of staff in this very important work has been essential in this change process.

Given all of this work in 2017 has been centred on maximising outcomes for students it was important there was a strong student voice in the key aspect of developing a new student leadership model. This new model has been established to cater for the growth of the school and it provides for student representation at a number of levels.

2017 has seen the school take on a number of challenges related to change and growth. This report will evidence the fact that the response of the community has been in harmony with the school motto 'Strength in Difficulties.'

Parent Body

2017 in review – a P&F perspective.

Like any year, 2017, was a busy and interesting year for the P&F at St Joseph's with the following items being discussed and implemented throughout the year:

The first part of 2017 centred around discussions concerning how our school uniforms would be worn into the future. There was a lot of debate about the pros and cons of wearing the sports uniform on practical PE days. In the end, the P&F approved the schools recommendation to allow Yrs 7 – 9 to wear the sport uniform on practical PE days and Yrs 10 -12 would be required to wear their formal uniform and change for PE. Term 3 2017 saw the arrival of the new uniforms and the overall plan was to have this uniform available for Yr 7 in 2018 and the rest of the school to begin transition to the new uniform. Overall the new uniform has been widely accepted by the school community and we should thank the Uniform committee for their time and dedication in implementing this new uniform. 2017 saw the P&F involved in our very first Colour Run. The Colour run was a major fundraising program coordinated with the school and all funds raised would go towards installation of air conditioning. The Colour Run was a huge success and saw us raise over \$20,000.00.

While we recognise the Colour Run was a huge success we need to recognise and thank those parents, staff and local business that assisted in making the day. Our thanks go to:

- Teaching Staff – Mrs Erin McCort & Mrs Alex McCormack for overseeing the organisation of the entire day. Additionally, Mrs Nicole Newman for her assistance.
- All members of the P&F who participated on the day and assisted in organising sponsorship for the day
- To our sponsors for the provision of prizes – Harvey Norman Rutherford, Office Works Rutherford, Super Strike Rutherford, Reading Cinemas, Hunter Valley Gardens.

While it may not seem a lot, the P&F provided valuable feedback to the school concerning new and existing policies and processes and I would encourage all parents or carers to consider attending a P & F meeting even as one-off event. 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 the last Year 10 leaders of All Saints College and the first set of leaders for St Joseph's College, we have had a very successful and productive year. We have had the pleasure of attending and representing our school at many events throughout the year, such as the Catholic Schools Week Mass and the Local government Breakfast. We have also had the privilege of hosting some very significant events on site here at St Joseph's using our new facilities and resources. Many of these have been Diocesan events such as the launch of the new Learning Framework, the official opening of MacKillop Place, holding an open afternoon where the community were invited to come and see our new buildings and facilities and the Diocesan Choral Showcase. One of the responsibilities of the leaders this year has been to step forward in working together to organise liturgies and assemblies independently, which have been effective in conferring a meaning such as the R U OK day Liturgy.

In working with the SRC we have been able to raise funds and arrange events to support members of our school community. The Hughes Family fundraiser was highly effective in raising a significant amount of money to help the family get back on their feet through a Silent Disco, Krispy Kreme drive, staff care wash, sausage sizzle and a football game.

The leaders also provided assistance running and creating The MacKillop Feast Day and R U OK Day. Our regular SRC meetings have allowed the captains to work with the younger SRC members and voice the opinions of our peers to better our school, such as improvements for the cafe and morning breakfast options. Coinciding with the SRC work, our senior SRC members and captains have played a significant role in providing and sharing ideas regarding Stage 6 Implementation through a Think-Tank. The Think-Tank ensures that the staff and students are connected in providing necessities and comfort for our future Year 11 and 12 students. Amongst all the work and organisation we have been undergoing we have also influenced our younger peers, by constantly ensuring that we are setting the example and steering them on the correct path.

2017 has been a busy but exciting year for the leaders as we have had the pleasure of being able to see and provide assistance in mapping the future for our school in the coming years. The four captains would like to thank our fellow SRC members for providing assistance during assemblies and meetings and of course, to the staff that have provided transport and organised events alongside the captains.

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. In 2017 our school became independent from All Saints College and is again known as St Joseph's College, Lochinvar.

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

Location/Drawing Area

St Joseph's College 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 St. Patrick's 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 2017 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 2017, 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 and the Catholic Schools Week Mass. 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. From 2017 we have been trusted with the care of the Sisters Of St Joseph Chapel.

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 is 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

Year 10 students are offered a two day retreat, while Year 11 is for 3 days. The retreat, held at two sites in 2017, 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 2017, 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 2017 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
35	35	55

*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 2017

Scholastic Year	Number of Students
Year 7	204
Year 8	202
Year 9	194
Year 10	162
Total	762

Student Attendance - 7 to 10 - PDF

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

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 2017 this counsellor was available to the school 4 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 2017 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 members participating in 2017. 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

Disability Provisions and the Assessment Policy at St. Joseph's are both clear in stating that special provisions are to be made for eligible students for both 'in school assessments' and external examinations. The external examination related to our work at St. Joseph's in 2017 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 2017 School Improvement Planning. Improvement in our NAPLAN literacy results (with a particular emphasis on writing), continuation of a numeracy support program and preparation for the upcoming implementation of Stage 6.

A Literacy Support Teacher was employed in 2016 to implement strategies specified in our School Improvement Plan. Having identified writing as a foundational skill required by students to articulate and express learning, this teacher has worked to coordinate a whole school response in 2017. Results in 2017 confirm the effectiveness of this approach.

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 implemented in 2017. 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 continued employment of a Literacy Support Teacher was a key priority for 2017. 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 2017 NAPLAN results for writing a continued trend reversal first established in 2016. This has provided a solid example of what can be achieved via shared and targeted effort for a specific goal.</p>	<p>In 2017 a new timetable and curriculum structure was implemented in readiness for the 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. The arrival of Year 11 students in 2018 will test the effectiveness of this work and it will be a priority to ensure a solid transition for students, parents and staff.</p> <p>A major positive outcome of the new timetable and curriculum structures is 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>The appointment of a Numeracy Support Teacher was continued in 2017 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 was continued in 2017 and is again being supported for 2018.</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 2018.</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 2017 to prepare for this development. This has involved a wide range of activities such as:</p> <ul style="list-style-type: none"> ▪ Building of new facilities and refurbishment of present physical facilities. This is to enable the offering of a Stage 6 curriculum and to accommodate a school population of up to 1200 students. ▪ Implementation of a Stage 6 curriculum structure and associated timetable. ▪ Review and implementation of a new school mission, vision and identity. ▪ Development of pastoral procedures and structures to cope with Stage 6 students. ▪ Establishment of a new student leadership model designed to cater for a Year 7 to 12 setting. <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 2017 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 2017 was continued achievement 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
- Involvement in a range of poetry, writing, photographic, art and design competitions
- Diocesan Theatresports Competition
- 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
- 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 2017. 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 2017 were: Corey Lamb (Year 10) won the Golf event at the Pacific Schools Games and as a result of his golfing achievements received a NSWCCC Blue Award. Our U/13 and U/14 Rugby League teams qualified for the Knights Knockout grand final (U13s winning) and then travelled to Penrith to compete in the State Championships.

Notable achievements in 2017 included students representing at the Combined Catholic Colleges Cross Country, Athletics and All Schools Swimming Championships. Students were also members of the NSW Northern Country Rugby League team. The U15s Girls Bill Turner soccer team made it to the final 16 teams in the state and the Year 10 Boys Netball team qualified for the grand final of the Netball NSW State Championships.

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	55.56%	57.80%	15.15%	16.20%
	Writing	32.32%	40.20%	34.85%	28.40%
	Spelling	54.55%	61.30%	18.18%	15.50%
	Grammar	50.00%	55.90%	18.69%	18.80%
	Numeracy	60.20%	61.30%	10.20%	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	17.53%	50.40%	19.07%	21.30%
	Writing	9.79%	36.60%	39.18%	36.80%
	Spelling	20.62%	49.80%	18.04%	21.70%
	Grammar	18.04%	45.40%	20.62%	25.40%
	Numeracy	17.74%	53.10%	11.29%	16.00%

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 161

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).	58
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	60
Total non-teaching staff	24
Grand total	84
Percentage of teachers who are indigenous	2

Teacher Attendance

95%

Teacher Retention

2017 Retention: 100%

Due to increased enrolments our teaching staffing establishment rose by 3. 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 2017 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 2017 was PD for staff in preparation for the commencement of Stage 6 (Year 11 and 12) students in 2018. Money allocated for 'School Improvement' and funds allocated by the Catholic Schools Office were directed to this initiative. This scale of PD in terms of transition to include a whole new stage of learning in Year 11 and 12 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 2017 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 trends in literacy from 2106.

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 2017 remained high. For the fourth 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 2017 the attendance at our Parents and Friends Association meetings was greatly improved with high levels of feedback and consultation regarding the growth of the school. This included development of our new student uniform. P&F feedback indicated a very high level of engagement with the school.
- In 2017 there has been high levels of parent attendance at information evenings, parent/teacher interviews, cultural events and school open days.

Student Satisfaction

In 2017 there was again a survey of students at the school to determine their sense of St. Joseph's as a safe and welcoming environment. This wellbeing survey 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.

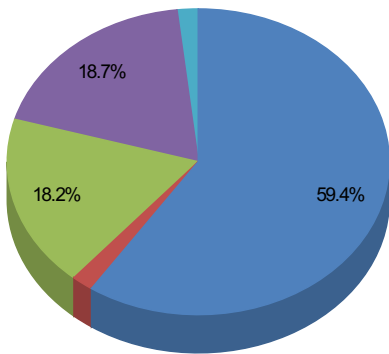
Staff Satisfaction

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 2017 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.

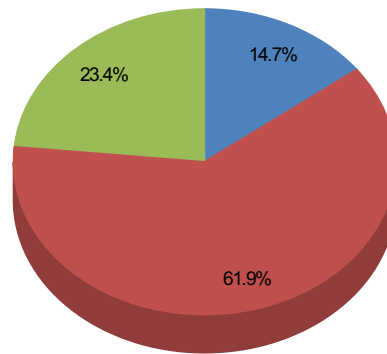
Staff involvement in extra-curricula is high with strong support for attendance at retreats and excursions and many volunteers for coaching sporting teams and coordination of cultural activities.

Income



- Commonwealth Recurrent Grants (59.4%)
- Government Capital Grants (1.8%)
- State Recurrent Grants (18.2%)
- Fees and Private Income (18.7%)
- Other Capital Income (1.8%)

Expenditure



- Capital Expenditure (14.7%)
- Salaries and Related Expenses (61.9%)
- Non-Salary Expenses (23.4%)

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	\$7,839,901
Government Capital Grants ²	\$243,290
State Recurrent Grants ³	\$2,400,046
Fees and Private Income ⁴	\$2,472,107
Other Capital Income ⁵	\$234,615
Total Income	\$13,189,959

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$2,033,988
Salaries and Related Expenses ⁷	\$8,583,180
Non-Salary Expenses ⁸	\$3,248,551
Total Expenditure	\$13,865,719

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:

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>