



# 2018

**ANNUAL SCHOOL REPORT**

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## 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

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### Principal's Message

Students at St Joseph's are encouraged to embrace the spirit of Mary MacKillop whose motto was "Never see a need without doing something about it." Within the framework of Wellbeing programs and the MacKillop spirit, students are encouraged to be aware of each other's individuality, being respectful and welcoming.

The school is proudly a Sisters of St Joseph's school. We no longer have the sisters in our school but strive to maintain their spirit. In this spirit, the school embraces community involvement, seeing a need and trying to help ease the need. The annual 'All Stars' program sees 150 students give a week of their Christmas break working with disadvantaged children and adults.

In 2018 staff continued professional development, enhancing their practices in the classroom. Staff have adopted 'walkthroughs' as an opportunity to gain insight into their teaching from their peers. Wellbeing has had a large focus, with the staff beginning a two-year program in Visible Wellbeing.

January 2018 saw builders on-site to begin the second and final stages of the building program. Stage 2 involved the refurbishment of the old library into a new administration building and the old staff room converted into a learning support room with small conference rooms and office. Staff now occupy the previous administration area. The school hall was extended with a new entrance foyer and a new self-serve style canteen has been created in the old staff lunch area.

In D Block there has been major refurbishment. Prior to the project it housed a Hospitality Food Technology room, Graphics room, a shared art room as well as a designated art room and metal and woodwork rooms. This has been transformed with the addition of an extension which now contains metal and woodwork rooms. There are now three art rooms, a graphics/GPLA room, as well as separate Food Technology and Hospitality rooms; the latter also has a café attached.

This final stage of the building has been possible with Commonwealth Block Grant funds as well as the funds from the Diocesan Building Levy.

Teachers have been looking forward to these new facilities due for completion in 2019, which will enable students to achieve to their maximum potential. The facilities incorporate the latest technology for quality education.

The school has also experienced growth in enrolments, with Years 8-11 experiencing growth while, for the first time in the school's history, six streams of students will be taken into Year 7 for 2019.

### Parent Body

St Joseph's High School has for a long period of time benefited from a keen and active Parents & Friends Association which met regularly and engaged in a wide range of fundraising and support activities. This included participation in the Aberdeen Highland Games where the Parents & Friends ran a major catering venue, support for the school Walkathons and social and fundraising activities such as Trivia Nights, the school ball, car navigation rallies, working bees and monthly Sunday markets. As a result of its activities, the Parents & Friends was able to take out a commercial bank loan building on its own fundraising efforts to enable the construction of the school hall which did not receive government funding which was built without Federal Government assistance. It also had an active range of committees such as the Uniform Committee and it held regional parent consultation meetings in the different towns across the Upper Hunter.

For several years, it has become increasingly difficult for the Parents & Friends to maintain an elected committee despite having a healthy number of volunteers from the general parent body to support its activities. In 2018 the Parents & Friends Association decided to suspend its operations in the absence of sufficient volunteers to maintain the Executive Committee.

In the absence of a formal Executive the school Principal together with several parents established a Parent Forum which would meet regularly to discuss school policies and other matters relevant to the development of the school and the welfare of students. It is hoped that a more formal Parents & Friends Association can be re-established in 2019.

## Student Body

Throughout 2018, the students of St Joseph's Aberdeen have continued to represent the school prominently within the community and the Maitland-Newcastle Diocese. In all facets of school activities; leadership, academic, creative arts and sporting, the students of St Joseph's have been able to uphold the values of the St Joseph's community by "Having a Care for Justice and Acting with Integrity."

This year, four students from Year 11 represented the Upper Hunter and St Joseph's Aberdeen at the Leadership Summit in Adelaide for 2018. Here students had an opportunity to share the values of the St Joseph's community to other schools around Australia as well as build upon their own leadership skills to bring back to the school.

In 2018, St Joseph's also had large success on the sporting field. The under 14's Rugby League team dominated on the field winning the State finals against top schools in New South Wales. This performance truly exposed how students in a team can strive for a goal and achieve excellence and uphold sportsmanship.

St Joseph's has been able to continue to show community support through community days, the Pageant, food drives, out of uniform days and our annual All Stars Program which continued to bring the school community together and raised thousands of dollars as a school community contributing towards various charities.

At the end of the year, the school community was able to experience the benefits of the building program with the opening of the extended hall and refurbished toilets which were the first elements of the new building project. As our school continued to grow in population and building size, the students, staff and parents continued to uphold the basis of love, care and compassion for each other.

## SCHOOL FEATURES

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### History of the school

St Joseph's High School traces its origins to 1896 when 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

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 Upper Hunter Shire and 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.

St Joseph's High School is situated within the small town of Aberdeen which is a village of less than 2000 people. Aberdeen is at the centre of the Upper Hunter region where students travel from Muswellbrook in the south to Murrurundi in the north and Merriwa in the West. The region 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

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### Catholic Imagination and Spirituality

St Joseph's High School is part of the Directorate of Catholic Education of the Diocese of Maitland-Newcastle. It 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.'

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. Each day the school stops for its 'MacKillop Moments' where everyone pauses for five minutes around midday for silence, reflection and prayer.

### Family, Parish and Diocesan evangelising and catechesis

As part of the mission of the Diocese of Maitland-Newcastle, 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 has strongly supported the Diocesan fund-raising efforts organised by Caritas and Catholic Mission.

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.

### Christian Discipleship

St Joseph's tries to involve students on a Form basis in activities which not only involve them but are inclusive of families and wider staff. For example, the introductory Year 7 Reflection Day at Denman is followed by a BBQ for them and their parents at the school, followed by a Get to Know the Teachers activity.

For students in Year 7–10, there is provision for Spiritual Reflection days to be held twice a year to 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 with at least one staff Spirituality Day held each year.

### Religious Education and Curriculum

The classroom teaching of Religion promotes an understanding of Catholic beliefs and practices in the context of providing Religious Literacy and aims to incorporate content with the same 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.

New outreach and social justice initiatives have been incorporated into the Religious Education program with special emphasis on understanding and responding to the needs of Cambodia, and other issues of social justice around the world.

In the Diocesan Religious Literacy tests one student was placed first in the Diocese in Year 8 Religious Literacy and the average marks achieved in Year 8 were the highest in the Diocese and 1 Year 10 student achieved an Award of Excellence.

### Initiatives Promoting Respect and Responsibility

St Joseph's Aberdeen has as its school motto, 'Have a Care for Justice, Act with Integrity,' and that statement informs all our school priorities. The school's 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.

## Student Profile

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

LBOTE*	SWD*	Indigenous
32	25	46

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

### Enrolling at a Catholic School

#### Enrolment Policy and Enrolment information

Parents considering a Catholic school for their children are invited to complete the Enrolment Application form. Please contact your primary school of interest or designated secondary school (see Enrolment Boundaries for Secondary Schools on the website at <https://www.mn.catholic.edu.au/enrolment>) to enquire about enrolment procedures.

Please be advised that if schools have reached their full capacity for enrolments they may have to place children on a waiting list.

Completed applications are considered carefully and parent/carers will be informed as quickly as possible regarding acceptance. Finalisation of school fee payments in previous diocesan schools is a condition of enrolment in another diocesan school.

Catholic schools offer a unique educational experience which forms the child as a person of integrity, compassion, faith and wisdom. Catholic schools also work closely with their local parish to enhance in students a capacity to make sense of their world, to make judgements and to recognise the uniqueness of others within a faith community. Above all, they offer a comprehensive religious education program. Catholic schools don't just teach religious studies, they seek to develop spirit, mind, body and character and cultivate Gospel values that support lives filled with joy, endeavour and hope in the future.

To contact your local Catholic school, please visit <https://www.mn.catholic.edu.au/schools/view-full-school-list/>

#### Enrolment Policy and Procedure in Brief

To view the Enrolment Policy and procedures in full please visit

<https://www.mn.catholic.edu.au/media/48207/enrolment-policy-2018.pdf>

<https://www.mn.catholic.edu.au/media/48208/enrolment-procedure-2018.pdf>

### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on My School website.

Actual Enrolments 2018

Scholastic Year	Number of Students
Year 7	111
Year 8	125
Year 9	101
Year 10	122
Year 11	90
Year 12	78
Total	627

### Student Attendance - 7 to 12 - PDF

Percentage of student attendance by Year level and school average for 2018

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	School Average
86	87	83	79	81	79	83

### Managing Student Non-attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. The new Compass platform enables all stakeholders, inclusive of parents to directly account for and monitor the Attendance of students online.

In doing so, the School, in partnership with parents, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging, maintains accurate records of student attendance implements policies and procedures to monitor student attendance and to address nonattendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officers where appropriate. Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible.

The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's Continuum of School Improvement (COSI) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance 2017](#).

## Pastoral Care and Wellbeing

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### Student Welfare Policy

St Joseph's High School Aberdeen strives to be 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. Under the leadership of the Student Coordinators the school has begun regular weekly pastoral care lessons. We have begun more regular pastoral care lessons for every class, focussing on self-awareness, mental health, positive behaviour and resilience. In these classes activities were led by Well Being leaders selected from Year's 10 and 11. During school assemblies, external resources such as the community Liaison Police Youth Officer were used to inform students 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.

All teaching and support staff are encouraged to adopt a child-centred approach to education and a great deal of effort has gone into professional development activities to ensure that proper strategies for differentiation of teaching and student learning. The student support staff and their policies have been significantly developed to provide assistance to students with particular learning needs.

Acknowledging the school's Christian orientation and its seeking for inspiration in the model of Christ, the school adopts processes of reconciliation and restitution under the umbrella of pastoral care and guidance in seeking to solve discipline issues. An emphasis is placed upon self discipline, and parents are invited to participate in strategies to ensure that individual students experiencing difficulties can resolve their issues.

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. In this context the school has worked together with other state and independent schools in the Upper Hunter to develop policies and education activities to reinforce student self esteem and to make the environment, both inside the school and in the broader community, safe for all students. Under the leadership of the Upper Hunter Youth Council and our school representatives on that body, a number of activities have been organised to heighten the awareness of students and the broader community towards bullying as an issue. 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

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## School Improvement Plan

In 2018 we continued to further develop the work commenced with the Visible Learning Team, focusing on a common language within the classroom with an aim for all staff to develop learning intentions and success criteria for every lesson visible for all students within the class. In addition to this we started a series of classroom walkthroughs with the leadership team checking in with students' progress and asking them key questions and recording this data for future analysis.

The development of staff Professional Practice and Development documents was a focus that required coaching of staff in the writing of their goals and the professional conversations to help them achieve their goals.

The continued employment of a Leader of Learning from the SIP funds has contributed to the successful implementation of many of our 2018 School Improvement Plans.

The commencement of a relationship with the "Where There's A Will" foundation was a strategy to help develop staff awareness of mental health issues. An implementation team was developed with two staff attending the PESA conference in Victoria.

## School Academic Priorities

Key improvements achieved this year	Key improvements for next year
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Significant steps were taken towards the establishment of a specialist RE faculty with the aid of relevant professional development. Ongoing faculty meetings worked to develop methods for the delivery of an innovative, inclusive and differentiated program targeting student participation and integrated reflective experience. Faculty members participated in the Diocese's curriculum writing and assessment teams and staff from the Catholic Schools Office provided invaluable ongoing support. Significant priority was given to meeting the Australian Bishops' call for initiatives to address the strategies for the New Evangelisation.

To further improve the whole school understanding and support for the Catholic identity and spirituality priorities the school introduced weekly presentations from 'Going Deeper' a Canberra-based company which offered an ongoing program of videos together with written and electronic supporting material. The short weekly video programs were designed to cover the full range of educational and professional development issues involved in Catholic religious education and identity.

To enable all staff and students to participate in regular and meaningful prayer, making Jesus Christ the centre of our faith, it is proposed to do the following:

- Relaunching of MacKillop Moments to be part of Pastoral Care time each day
- Continuation of Going Deeper program with alternate times for presenting the material. Program to be reviewed at end of Term 1.
- Continued commitment to Make Jesus Real program with emphasis on training staff to integrate the program into Positive Education and Pastoral Care.
- Increased use of GPBS resources (Gather Break Proclaim Send)
- Development of on-line prayer and spiritual formation resources.

To assist staff to be active in the organisation and facilitation of Catholic life such as retreats it is proposed to:

- Provide professional development of staff on retreat programs
- Continued involvement in Diocesan retreat review and planning program
- Maximum numbers of staff to attend retreats and reflection days as on the job training.
- Faculties and Year Coordinators to be given responsibility for organising prayer for staff meetings and assemblies.
- Staff Spirituality day and twilight Retreat on Aboriginal Spirituality.

<p>The employment of a Leader of Learning from within our current staff provided a unique opportunity for the school to develop and support staff in several system and school requirements:</p> <ul style="list-style-type: none"> <li>■ PPD for both our new scheme teachers and existing staff, to establish their Professional Practice and Development goals to be SMART goals which were both measurable and achievable.</li> <li>■ Mentoring and supporting our first-year teachers by creating a routine of meetings and opportunity for conversation with experienced staff.</li> <li>■ Implementation of the common language established by the Visible Learning Professional Development. Ensuring that teachers were communicating Learning Intentions and Success Criteria with students to engage them in the learning process for effectively.</li> <li>■ Walk-through routine established by Middle Leaders visiting classes to collect data on student learning and engagement. Recording responses for future analysis and reflection upon school improvement.</li> </ul>	<p>COSI Self Review in 2018 gave the staff, students and parents an opportunity to highlight areas for future development at St Joseph's. Using the National School Improvement tool, two domains were identified.</p> <p>Domain 7: Differentiated Teaching and Learning. Staff identified a desire to further develop their skills in knowing more about how students learn and developing strategies which assisted them in designing learning tasks which catered for all student learning styles. At the end of 2018 we started conversations with AISNSW about professional development on the diverse learning needs of students. Using the Universal Design for Learning (UDL) staff will learn how to develop the UDL evidence-based framework to maximise engagement by all students in their classrooms.</p> <p>In 2019 we aim to drive differentiated practice in the classroom; report to parents their child's progress and advise them on ways to support their child's learning. Understand, plan and develop strategies for the different learning needs of each child.</p>
<p>Positive Education and the Wellbeing of our students developed exponentially in 2018. With the support of the "Where There's a Will" foundation, student wellbeing took on a new and improved dimension within the school.</p> <p>We achieved a new level of awareness with staff, students and parents of the importance of mental health and wellbeing. Running workshops for students and parents, taking time out of the busy school day to stop and reflect, coming together as a community and talking about the wellbeing aspects of each other.</p> <p>Visible Wellbeing Professional Development and training for staff continued the journey giving the staff information, strategies and ideas to implement within the classroom. Two full staff pupil free days were dedicated to Visible Wellbeing in 2018. Additional Cluster meetings and Implementation Team meetings ensured that the agenda of student wellbeing remains firmly on the forefront of school improvement.</p>	<p>The second NSIT Domain identified by staff was Domain 3: A Culture that Promotes Learning. This domain complements Domain 7 in that it ensures that every student is capable of successful learning.</p> <p>In 2019 we aim to further develop positive relationship with staff and students with our work in positive education and student wellbeing. The development of strategies to support staff to promote learning in the classroom through Visible Wellbeing will be further explored.</p> <p>St Joseph's is already well known for its community relationships and we will continue to build the mutually respectful and positive relationships that already exist.</p>

## Academic Achievements

Academic achievements and activities which complement student learning are acknowledged in each school newsletter. There are regular contributions from teachers and coordinators, and these often include advice on study skills and goal setting. The school continued with its "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 2018
- Three students were awarded Year 10 ROSA Diocesan Excellence Awards
- Three students received an ATAR of over 90
- Five students received First place in the Diocese Awards for individual HSC subjects
- Eleven students appeared in the Distinguished Achievers' List achieving a total of 15 Band 6 rankings in the HSC.

Students also competed in several other events during the year:

- Upper Hunter Science and Engineering Challenge
- NSW Mock Trial up to the first elimination round
- Debating Teams competing in the Catholic Schools Debating Competition
- Diocesan Public Speaking Competition
- All ICAS competitions

## Cultural achievements

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

### Creative and Performing Arts

- Kia-Ora Music Camp
- Diosounds
- ASPIRE
- Encore
- Onstage
- Diosounds
- ArtExpress
- Drama Fest
- King Henry IV Theatre Production
- Bell Shakespeare Performance
- NIDA performance The Removalist
- Pop Up Globe Performance of Macbeth

### Agricultural Events

- Wingham Beef Week
- Shared school-industry association with the Olive Grove farm
- Brisbane Royal Easter Show
- Ag Quip
- Muswellbrook Cattle Camp

### Wellbeing and Leadership Events

- Positive Education Day - Community Walk
- Upper Hunter Youth Leadership Summit
- Burn Bright Leadership Day
- Mental Health First Aid talks
- The All-Stars program
- Outward Bound
- RoadWhyz
- Cyber Safety talks

### Cultural Events

- Australian Infantry Museum Excursion
- Anzac Day commemorations
- Europe Excursion including Gallipoli Anzac service

### Careers Events

- University Open Days
- Hunter Valley Careers Expo
- Experiment Fest

## Sporting achievements

In 2018 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 gained places at the NSWCCC Athletics Carnival, the NSWCCC Rugby League Team, the NSWCCC girls Touch Football Team and the NSWCCC Swimming Teams. The school also gained selection in the Australian Youth Futsal Team to tour China. 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 for boys and girls in a wide range of 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 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	49.10%	56.00%	26.40%	16.70%
	Writing	24.50%	35.70%	41.50%	32.00%
	Spelling	39.60%	58.70%	20.80%	16.80%
	Grammar	45.30%	58.50%	24.50%	17.50%
	Numeracy	47.60%	57.80%	15.20%	14.70%

NAPLAN RESULTS 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	38.30%	51.00%	17.00%	18.50%
	Writing	35.80%	31.50%	40.00%	41.20%
	Spelling	42.10%	51.80%	25.30%	21.50%
	Grammar	50.50%	49.10%	25.30%	20.80%
	Numeracy	40.20%	55.50%	15.20%	14.80%

### 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>	
	<b>2018</b>	
	<b>School</b>	<b>State</b>
Business Studies	84	65
Community & Family Studie	72	63
Community and Family Studies	0%	0%
Drama	100	82
Legal Studies	91	73
Music 1	100	90

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 2018 was 28

## Staffing Profile

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### Teacher Accreditation Status

All teachers employed to teach NSW curriculum in the school are accredited to teach with NESA

Throughout the year teachers have participated in a variety of professional learning including school based, system based and external professional development courses and a school based professional practice and development process.

Qualifications and Experience	Number of Staff
I. Teachers at Graduate/Proficient.	61
II. Teachers at Highly Accomplished/Lead	0

### Workforce Composition

Number of Staff	
Total teaching staff	61
Total non-teaching staff	21
Grand total	82
Percentage of teachers who are indigenous	3

### Teacher Attendance

94%

### Teacher Retention

Teacher retention was 94%

### Professional Learning Undertaken

In 2018 the focus of Staff Professional Learning was centred around the introduction to Compass Education and Edval Timetabling. Staff were trained in the process of roll marking, report writing and chronicle entries within the student administration platform.

Additionally, through the introduction of Visible Wellbeing through the Where There's a Will foundation, staff were professionally developed in the benefits of Positive Education and student wellbeing.

Through the introduction of Twilight Professional Development, the staff attended several evenings on a variety of topics:

- School Improvement Plans, working with the NESA, teaching standards and staff PP&D's
- The National Schools Improvement Tool in conjunction with our COSI Self-Review.
- Learning Support and Behaviour Management strategies.

Leadership Coaching was commenced in 2018 with all Middle Leaders attending workshops

The priorities for professional learning included:

- Child Protection Training
- Staff Spirituality

- Making Jesus Real workshops
- HSC Marking
- Accidental Counsellor
- New Syllabus Writing Days
- RE Assessment working parties
- Faith Story Witness
- SKLAN Meetings
- Learning Support PD
- Secondary RAP Analysis
- Teacher Accreditation 1st Year Induction Day
- Accreditation Institute Mentor Training Day
- Accreditation Report Writing Day
- Principal and Assistant Principal's Assembly Days
- Leadership Retreats
- REC Assembly Days
- Training for PP&D Leaders
- OneNote Training PD
- Student Coordinators' Assembly Day
- COSI Curriculum Focus Day
- K-12 Faith Education Accreditation Program
- Religion Education/Ministry Coordinators' Retreat
- NAPLAN training and analysis
- VETAG meetings

## Parent, Student and Teacher Satisfaction

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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. The school organises a number of parent information evenings and other formal meetings to inform parents of issues such as assessment information and uniform consultations. Parents are invited to visit the school to meet with teachers and coordinators, as well as the school Executive.

The consistent message received from parents is that they feel welcome at the school and are 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 130 recognised leadership and service positions available to students. Student leadership roles emphasise ownership, stewardship and involvement in all facets of school life.

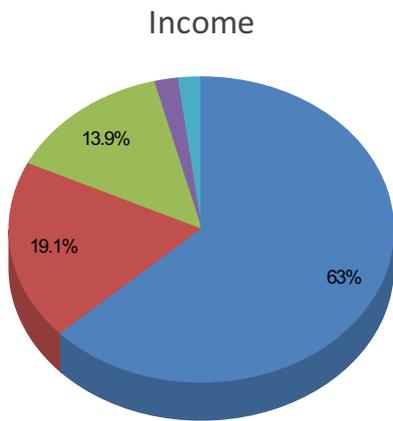
Feedback from the Student Representative Council (two elected students per class, plus a senior executive) indicates a high level of student satisfaction with the school and very high levels of participation in school sporting, cultural, academic, community service and cultural events. This furthers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

### Staff Satisfaction

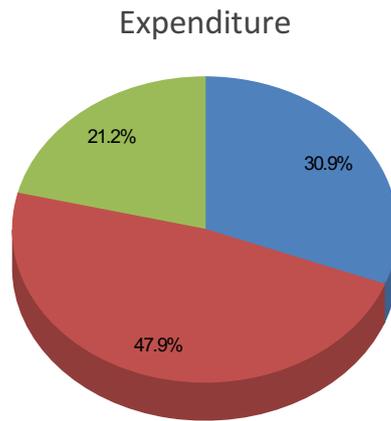
The staff at St Joseph's is recognised throughout the Diocese as a hard-working and generous one, which is reflected in the wide range of activities and experiences provided to students.

The staff is a mixture of young and dynamic teachers beginning their careers and an experienced group of teachers, generally in leadership positions, who provide support and guidance for the younger staff. The non-teaching support staff consists generally of experienced and knowledgeable people who have served at the school for a long period of time.

A lot of thought and planning goes into organising regular events such as weekly morning teas and other social occasions to help maintain a high level of morale and collegiality among the staff.



- Commonwealth Recurrent Grants (63%)
- Government Capital Grants (19.1%)
- State Recurrent Grants (13.9%)
- Fees and Private Income (2%)
- Other Capital Income (2%)



- Capital Expenditure (30.9%)
- Salaries and Related Expenses (47.9%)
- Non-Salary Expenses (21.2%)

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2018 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$9,959,376
Government Capital Grants <sup>2</sup>	\$3,011,437
State Recurrent Grants <sup>3</sup>	\$2,199,653
Fees and Private Income <sup>4</sup>	\$311,979
Other Capital Income <sup>5</sup>	\$318,472
<b>Total Income</b>	<b>\$15,805,654</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$5,503,629
Salaries and Related Expenses <sup>7</sup>	\$8,549,413
Non-Salary Expenses <sup>8</sup>	\$3,780,405
<b>Total Expenditure</b>	<b>\$12,329,818</b>

For the 2018 year the St Joseph's High School received \$4,737 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

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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>