



# 2018

**ANNUAL SCHOOL REPORT**

SERVICE. LEADERSHIP. JUSTICE

*Together in Christ*



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## St Josephs College, LOCHINVAR

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## About the Annual School Report

St Josephs College 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

At the commencement of 2018 St Joseph's College's new identity as a 7-12 coeducational College was signalled through the commencement of the first Year 11 cohort in almost 30 years. Established in 1883 by the Sisters of St Joseph, the College has had two previous identities – firstly as an all-girls boarding and day school, then in the early 1990s changed to a 7-10 coeducational campus of All Saints College. The latest transformation acknowledges the growing demand for a Catholic Education within the feeder zone of St Joseph's College and the continued expansion of the Maitland and Cessnock LGAs.

St Joseph's College sets high expectations for its students, however, these expectations are catered for by experienced, committed teachers who are partners in learning with students. The College aims to provide an education grounded in the teachings of Jesus and enriched by the Josephite tradition. Teachers engage students in developing an understanding of and appreciation for respectful relationships with their peers and teachers. Initiatives such as Wellbeing Wednesdays also foster the development of emotional intelligence.

The college values and promotes the importance of spiritual, personal and academic growth and promotes self-regulation as the basis of our Pastoral Framework. To support this, in 2018, all teaching staff were engaged in professional learning which explored the theory and practice of the Positive Education model.

The college offers a broad curriculum and a range of opportunities allowing students to achieve excellence in academic, creative, social, cultural, sporting, and leadership endeavours. To support this aim, in 2018, the College's building program saw the completion of refurbished specialised Visual Art spaces, and the installation of a Performance Centre, which completes a suite of facilities to cater for the Creative & Performing Arts. The refurbishment of part of the original boarding school into spacious, air-conditioned classrooms to cater for Year 11 has also added to the capacity of the College cater for increasing enrolments.

Students are encouraged to have excelled in a range of sporting endeavours in 2018 including our Under 14s Rugby League Team winning the NRL State Championship Trophy.

## Parent Body

The 2018 school year commenced in a flurry of excitement as we officially welcomed our first group of Year 11 students in about 20 years. In addition to our new students we also welcomed new staff to support our growing school community. This change to our school dynamics added to our consultative role to the school with some new policies and procedures to be implemented. Outlined below are some of the activities the P&F were involved in during 2018:

The increase in student numbers, put some further strain on our Traffic Management Systems and with some consultation at P&F meetings a new Traffic Management System was implemented. Having older students at the school also saw the need for the implementation of Policies around Driving as our students were now old enough to have a drivers licence. The P&F were once again able to provide feedback around these new policies and procedures We also approved funds to be used for air conditioning rooms in the older part of the school. This air conditioning was additional to that installed at the beginning of 2018. These new systems have seen the school have nearly all its classrooms air conditioned, making our learning spaces much more comfortable for students and teachers alike. The P&F also approved funds to be used as part of the school beautification process. The P&F will be liaising with the school executive and providing funds and man power to assist in transforming specific areas of the school in more comfortable useable spaces for our children.

The P&F provide valuable feedback to the school concerning new and existing policies and processes. The P&F also offers an environment for parents and carers to provide their feedback, ideas and in some cases objections to the various topics tabled at our meetings.

## Student Body

In the inaugural year of St Joseph's College and as part of the first cohort of Year 11 in almost 30 years, we have had the pleasure of attending and representing our school at many events throughout the year, such as the Catholic Schools Week Mass, the Local government Breakfast, and Maitland & Lochinvar ANZAC Ceremonies. 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. These included our Annual Open Evening which saw a record 400 people involved, the Diocesan Festival of Voices, Diocesan Debating and Bishop's Staff Development Day. One of the responsibilities of the College Leaders has been to work together and with a variety of staff to organise liturgies and assemblies and special events such as our Carnivals and Feast Days.

In working with the SRC we have been able to raise funds and arrange events to support members of our school community. The Caritas Appeal, Mark Hughes Foundation Beanies for Brain Cancer, Flanno for a Farmer, DARA Van Food Drive, Tonga Appeal and Carrie's Place Christmas Appeal were enthusiastically by students and provided a real life experience of the Josephite call to service.

The leaders also provided assistance running and creating the MacKillop Feast 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. 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.

2018 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

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### 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 expanded, offering Year 11 for the first time in almost 30 years and will offer Year 12 in 2019 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, St. Patrick's Catholic Primary School and St Nicholas Early Learning Centre. Next door to our school is the Sisters of St. Joseph' Convent where a number of Sisters reside.

# Catholic Identity and Mission

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## Catholic Imagination and Spirituality

St Joseph's is committed to the Church's mission of providing a holistic education based on the Catholic view of the person formed in the image and likeness of Jesus. 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 Executive Team, including the Ministry Coordinator, Liturgies, Feast Days, Welcoming Ceremonies and Rites of Passage have all articulated our Catholic Identity and provided an opportunity to nurture the spiritual life of staff and students. Occasions such as the Feast of St. Joseph, and the Feast of St. Mary of the Cross MacKillop, co-founder of the Sisters of St. Joseph involve, whenever possible representatives of the Sisters of St Joseph to connect the students to the Josephite Charism and call to service. 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 foyer.

## Family, Parish and Diocesan evangelising and catechesis

In 2018 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. 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 and Studies of Religion 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 and NESAs Syllabus Requirements

The programs have been implemented for approximately six years now and there is a focus to ensure the concepts 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 11 - Studies of Religion includes topics such the study of three Religious Traditions, the history of Religion in Australia pre 1945.

### Initiatives Promoting Respect and Responsibility

Students at St Joseph's are encouraged to develop a strong sense of Social Justice and to be actively responsive to the call of Mary MacKillop to *'never see a need without doing something about it'*. During 2018, students were involved in a number of social justice initiatives including: - Project Compassion, St Vincent de Paul Society, Catholic Mission, DARA's Van and various charitable appeals such as Carrie's Place, Mark Hughes Foundation and Drought Appeal. Year 11 students, together with staff are rostered to serve on the DARA Van as an outreach on a Friday Evening as part of an outreach to the marginalised. School Assemblies and Form Meetings provide a forum to highlight social justice initiatives and to educate students in regard to their role in promoting respect and responsibility. Each year group has a theme – these are –

Year 7 Belonging

Year 8 Responsibility

Year 9 Respect

Year 10 Compassion

Year 11 Faith

Year 12 Service

## Student Profile

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

LBOTE*	SWD*	Indigenous
43	31	68

\*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	192
Year 8	202
Year 9	195
Year 10	184
Year 11	71
Year 12	0
Total	844

### 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
91	89	89	87	89	0	89

### 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

The foundations for positive pastoral care of the students are best achieved by building healthy respectful relationships between students and the staff. 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 with organisation and accessing various support structures. Student Coordinators have responsibility for overseeing the entire year group and work towards building and maintaining the standards, expectations and sense of community for 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 2018 counselling support 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 2018 the Pastoral Care Framework, in particular the wellbeing component, was further developed and embedded into the school. This component assists in identifying and providing support for students with wellbeing concerns.

### 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 clearly articulated in the Statement of Students Rights and Responsibilities in the Student Handbook. These were reviewed with staff in 2013 and continue to be implemented in 2018.

Secondly, students need predictable responses to any failure to meet expectations. The Student Handbook and student diary clearly state student responsibilities and some of the likely consequences when students do not meet the expectations. Thirdly, students who meet the expectations of the schools need to be commended. In 2018 a new progressive Awards system was introduced aimed at recognising students who 'do the right thing'. This system allows accumulation of Recognition Awards to achieve Merit, Commendation and Tenison-Woods Awards which are presented in front of peers. 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. *St Josephs College Anti-Bullying Policy* is reviewed regularly and is available on the school website.

St. Joseph's has engaged in extensive consultation with students regarding bullying. Four detailed surveys have been conducted in the last five years. 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

Students are able to access Disability Provisions to support their access to assessment. The Assessment Policy at St. Joseph's outlines the purpose and type of provisions and the process for eligible students for both 'in school assessments' and external examinations. 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.

## School Improvement

### School Improvement Plan

There were four main areas targeted in our 2018 School Improvement Planning.

- Development and promotion of PD and programs aligned to the mission of the Church and our Josephite Charism to assist in spiritual and faith formation of staff.
- Use of data driven evidence-based approaches to improve academic performance of students;
- Improvement of Facilities to enhance flexible learning; implementation of Professional Practice and Development processes which support teacher growth and accreditation requirements.

### School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>Targeted professional development with a focus on – two key sessions – “God’s Mission has your school” and “Jesus &amp; our curriculum – educating for the Kingdom”. Together these sessions provided a practical application of contemporary mission theology to the role of a Catholic School. This enabled staff to understand their role in developing the spiritual life of students and improve their practice in embedding Catholic principles in their teaching.</p>	<p>Improvement in Student &amp; Staff Wellbeing through appointment of a Leader of Wellbeing to lead the focus on well-being and develop a range of strategies to support improved attendance, engage staff in a 9 step program delivered by a psychologist - Live Well, Be Well, Teach Well; further develop Pastoral Framework to incorporate Positive Education theory and practice.</p>
<p>Through the employment of a specialist Literacy Teacher to work across faculties and examine with teachers literacy data there has been an improvement in</p> <ul style="list-style-type: none"> <li>■ collaborative practices to embed literacy skills in all faculty areas</li> <li>■ regular team teaching peer to peer to improve literacy strategies</li> <li>■ development of resources / content specific to writing</li> <li>■ teachers developing Summative Assessment Tasks that incorporate a writing component.</li> <li>■ adjustments to T&amp;L to incorporate writing activities.</li> <li>■ student engagement with creative writing</li> <li>■ focusing on the NES A Glossary of terms to enhance Stage 6 written responses</li> </ul>	<p>Numeracy - develop programs to build the students mathematical confidence and aptitude to assist their learning in their mainstream Maths classes - including alignment to NAPLAN benchmarks and HSC Minimum Standards.</p> <p>Mathematics - implementation of Accelerated Mathematics program in Year 9 with a compacted Stage 5 Curriculum delivered to meet the needs of Gifted Students.</p> <p>Pedagogy - Explicit focus on Learning Intentions &amp; success criteria</p>

<p>Through the employment of a specialist Numeracy Teacher</p> <ul style="list-style-type: none"> <li>▪ identified students across Stages 4 &amp; 5 who are below national benchmarks for Numeracy in NAPLAN and put in place a targeted intervention program</li> <li>▪ identified in relation to HSC Numeracy benchmarks and alignment to Numeracy Online Testing in readiness for 2020 requirements</li> <li>▪ Built students mathematical confidence and aptitude to assist their learning in their mainstream Maths classes - test results showed that all students improved by at least 50%</li> <li>▪ identified gifted students in Mathematics and provided extension work and challenges which has resulted in the establishment of an Accelerated Mathematics class.</li> </ul>	<p>Develop a culture of focused leadership of learning and a sound understanding of pedagogical practice and management of teams</p> <p>Develop professional Practice and Development processes which support teacher growth and accreditation requirements and develop a support process and procedures to monitor Early Career Teachers and Mentors</p>
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## 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. Continued improvement in writing which was part of our School Improvement Plan was noted

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
- Lights, Camera, Action - 2nd Annual Short Film Festival conducted by College Staff
- Involvement in a range of poetry, writing, photographic, art and design competitions
- Diocesan Theatresports Competition - placed 2nd Overall
- Participation by some of our students in ASPIRE – an audition based Diocesan Creative & Performing Arts initiative

- St Joseph's Ukulele group competed in the Newcastle Festival
- Participation in or member of groups such as School Choir, Senior Ensemble, Cappella Group
- Hosting the annual Diocesan Festival of the Voices 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
- Exchange Visit to Japan
- Participation in the Diocesan Christmas Card Art Competition - 2 students winning & having their cards commercially produced

## Sporting achievements

A tradition of involvement and achievement in sport continued in 2018. Teams competed in a wide variety of sports at local, regional and state levels with Diocesan and Combined Catholic Colleges competitions being a particular focus. In addition, all students participated in school based athletics, swimming and cross country carnivals.

Exceptional achievements for 2018 were:

U14s Rugby League – State Champions Schoolboy Cup and State Champions Cochrane Cup

U15s Boys Bill Turner Cup (Soccer) – first time SJL have progressed to the final 32 teams in the state.

Junior Boys Basketball – top 8 finish in the state at CCC Championships

We had a Year 8 win a gold medal in 200m at CCC Athletics

We had a Year 11 win multiple medals in multiclass events at CCC Swimming and was age champion in multiclass.

We had a Year 11 win the Blue Bar Award for golf after another outstanding year competing at CCC level.

## Student Achievements

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### 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.

**CEO will insert data when it is available**

### 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.

No HSC cohort in 2018

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 233

## 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.	71
II. Teachers at Highly Accomplished/Lead	0

### Workforce Composition

Number of Staff	
Total teaching staff	71
Total non-teaching staff	27
Grand total	98
Percentage of teachers who are indigenous	2

### Teacher Attendance

95%

### Teacher Retention

Retention was 98%. All staff who left the College left either did so as a result of retirement, or to take a position closer to their residence or in the majority of cases to take up a promotional position in another school.

### Professional Learning Undertaken

Professional development of staff is critical to maintaining high educational standards. The staff undertakes regular whole school and individual professional development. During 2018 St. Joseph's focused on providing school based professional learning through 'Teaching and Learning Meetings' on a regular basis.

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 Education Standards Authority, 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 2018 was PD for staff to deliver Stage 6 (Year 11 and 12) students in 2018 and 2019. 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 the development of an understanding of the Australian Professional Standards for Teachers and Positive Education

## 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

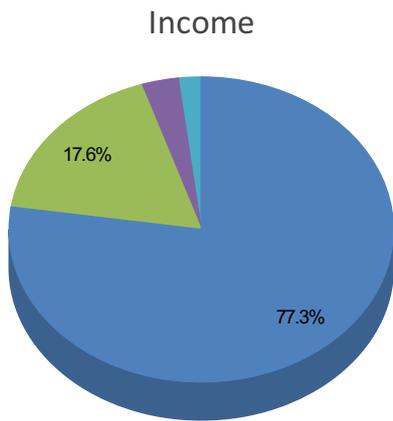
In 2018 St Joseph's parents and carers were offered the opportunity to participate in a Satisfaction Survey as part of our three year self review cycle. The survey was conducted independently through the University of Newcastle. Questions focused on Catholic Identity, Quality of Teaching & Learning, School Culture, Safe & Inclusive environment, Effective Communication & Improvement and Facilities. Responses indicated that 65% - 80% agreed or strongly agreed that the school had a distinctive Catholic identity, was well managed, promoted a culture of high expectations for student achievement, provided quality feedback to students, engaged students in quality learning and assessment, catered for the needs of students, effectively managed the behaviour of students and had clear policies that were clear and fair.

### Student Satisfaction

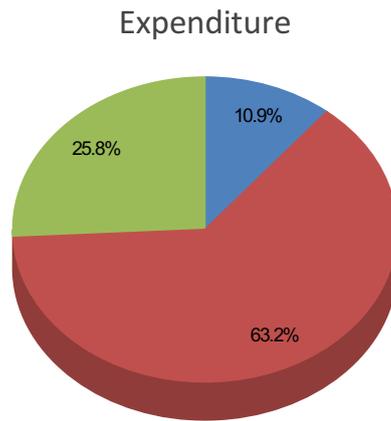
In 2018 St Joseph's students were offered the opportunity to participate in a Satisfaction Survey as part of our three year self review cycle. The survey was conducted independently through the University of Newcastle. Responses indicated that 80% of students agreed or strongly agreed that the school has a distinctive Catholic identity and provides a variety of ways for students to be part of its Mission, that teaching caters for their learning needs and provides a quality learning environment, that assessment is timely and of a high quality and that students receive meaningful feedback, that students are given opportunities to cater for their interest and talents and that the school maintains a safe and inclusive environment which includes access to counselling and appropriate consequences for inappropriate behaviour, that the school is well managed and resourced and highly regarded in the community.

### Staff Satisfaction

In 2018 St Joseph's staff were offered the opportunity to participate in a Satisfaction Survey as part of our three year self review cycle. The survey was conducted independently through the University of Newcastle. Responses indicated that between 80% - 98% of staff agreed or strongly agreed about a range of areas including that St Joseph's had a distinctive Catholic identity that supports and nurtures the spiritual and religious well-being of students and staff, caters for the learning needs of all students, provides a quality learning environment, uses data to inform learning, has policies and procedures regarding student well-being and behaviour that are comprehensive and consistently implemented, maintains quality communication with parents, that the school is well resourced and has strong leadership.



- Commonwealth Recurrent Grants (77.3%)
- Government Capital Grants (0%)
- State Recurrent Grants (17.6%)
- Fees and Private Income (3.1%)
- Other Capital Income (1.9%)



- Capital Expenditure (10.9%)
- Salaries and Related Expenses (63.2%)
- Non-Salary Expenses (25.8%)

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>	\$11,494,884
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$2,612,931
Fees and Private Income <sup>4</sup>	\$466,241
Other Capital Income <sup>5</sup>	\$287,117
<b>Total Income</b>	<b>\$14,861,173</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$1,792,174
Salaries and Related Expenses <sup>7</sup>	\$10,359,941
Non-Salary Expenses <sup>8</sup>	\$4,234,163
<b>Total Expenditure</b>	<b>\$14,594,104</b>

### 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 Josephs College**

**LOCHINVAR**

**Phone: 4930 7291**

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