

# 2019

## ANNUAL SCHOOL REPORT

SERVICE.LEADERSHIP.JUSTICE

*Together in Christ*



### St Joseph's High School

Segenhoe Street, ABERDEEN 2336

Principal: Robert Holstein

Web: <http://www.aberdeen.catholic.edu.au>



[www.mn.catholic.edu.au](http://www.mn.catholic.edu.au)

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## About this report

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St Joseph's High School (the 'High School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the High School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the High School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the High School directly or by visiting the High School's website. Information can also be obtained from the My School website.

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## Message from key groups in our community

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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.

I am proud of the high level of commitment our staff bring to their teaching. In 2019, staff continued professional development, enhancing their practices in the classroom. Wellbeing has had a large focus, with the staff continuing a two-year program in Visible Wellbeing.

The final stage of the building project was completed. This stage 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 an 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. 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 project has been made possible with Commonwealth Block Grant funds as well as funds from the Diocesan Building Levy. The new facilities incorporate the latest technology for quality education.

### Parent Body Message

For many years, St Joseph's has had an active Parents and Friends Association which has continued to assist the school with development of the students, as well as funding key projects such as the construction of the school hall.

In 2018, the Parents & Friends Association decided to suspend its operations in the absence of sufficient volunteers to maintain the Executive Committee. In 2019 the Parents & Friends Association was re-established, and whilst membership remains relatively small, all key executive committee positions were filled with enthusiastic members who have been active in fundraising and support activities.

Apart from regular general meetings, over the past year the Parents and Friends Association has assisted in the recruitment of the two Assistant Principal positions, provided funding towards attendance at the Year 9 Outward Bound experience, supported the updating of the

school's website, and held an annual Pudding Lady Christmas fundraiser. In planning is the trivia night and other activities to support the upgrade of the school.

The P&F would like to thank the school Executive Team for their ongoing support and close collaboration over the past year.

### Student Body Message

Throughout 2019, 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 and model our school motto: "Have a care for justice, act with integrity."

This year, four students from Year 11 represented the Upper Hunter and St Joseph's at the Leadership Summit in Adelaide. 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. This opportunity was provided to the students through the continued support of the Where There's A Will Foundation based in the Upper Hunter.

St Joseph's has been able to continue to show community support through community days, food drives, out-of-uniform days and our annual InterACTS Program. All of these events continued to bring the school community together and raise thousands of dollars to be contributed towards various charities.

In 2019, the school community was able to experience the benefits of the building program. 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.

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## 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. 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, 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 Wanaruah 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 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 approximately 2000 people. Aberdeen is at the centre of the Upper Hunter region where students travel from Muswellbrook in the south, 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 production.

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## Student Profile

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### Student Enrolment

The High School caters for students in Years 7 – 12. Students attending this High School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
320	336	39	656

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. 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.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
  - provide schooling, where possible, for children of Catholic families who seek enrolment
  - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
  - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

### Student Attendance Rates

The average student attendance rate for 2019 was 87.73%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
89.90	86.90	87.70	86.30	87.30	88.30

## Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The High School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, High School staff, as part of their duty of care, monitor part or whole day absences.

High School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the High School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the High School's strategies have failed to restore regular attendance.

## Student Retention Rate

Of the students who completed Year 10 in 2017, 58% completed Year 12 in 2019.

## Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

<b>Senior secondary outcomes 2019</b>	
% of students undertaking vocational training or training in a trade during the senior years of schooling	23 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100 %

### Post School Destinations

Each year the High School collects destination data relating to the Year 12 student cohort.

The percentage of students and their post-school destination can be broken down into the following categories:

University - 46%

TAFE - 3%

Employment - 44%

Gap Year - 7%

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	82
Number of full time teaching staff	53
Number of part time teaching staff	8
Number of non-teaching staff	21

### Total number of teaching staff by NESA category

Teachers at this High School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the High School.

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The High School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

## Summary of professional learning at this school

In 2019, a wide variety of professional development was undertaken by staff to complement their current skills. Staff also continued their professional development in the benefits of positive education and student wellbeing through the support of the Where There's a Will Foundation.

The priorities for professional learning included:

- Child Protection Training
- Staff Spirituality
- Making Jesus Real workshops
- HSC Marking
- Faith Story Witness
- SKLAN Meetings
- Learning Support PD
- Visible Wellbeing
- Strategic Planning
- Universal Design for Learning Schedule
- HSC Analysis
- Secondary RAP Analysis
- Engaging with Curriculum Change
- Early Career Teachers Induction
- Mentoring for Effective Teaching
- A Coaching Approach to Mentoring
- Religious Literacy Writing
- Leadership Retreats
- REC Assembly Days
- Ministry Coordinator Assembly Days
- Celebration of the Communion Rite
- Principal and Assistant Principal Assembly Days
- Student Coordinators' Assembly Day
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- First Aid
- Diocesan Council for Mission
- Diocesan Synod
- NAPLAN Training and Analysis
- Aboriginal Education
- Careers Advisory Day
- Macqlit Training
- Ideas That Work
- Inclusive Education for Students with an Intellectual Disability
- Visual Support in the Classroom

- Understanding Your Role in Leading the Teacher Standards
- Debating Adjudication Workshop
- Core Behaviour Management Skills
- Middle Leaders Student Wellbeing and Engagement
- Public Speaking Teacher Workshop
- Compass Academic Reports
- Oliver Community and Diversity
- Secondary RE Pedagogy
- Curriculum Focus Days
- Studies in Catholic Thought
- Parents and Schools Working Together
- Youth Mental Health First Aid
- Creating Better HSC Writers
- Coding and Game Development with Unity
- Aboriginal Steering Committee
- Staying Well – Maintaining Teacher Mental Health and Wellbeing
- Understanding Autism Spectrum Disorders
- Pedagogy, Planning and Programming
- VETAG meetings
- SunSafe
- Accreditation at the Higher Levels Annotation Workshop
- Leading Learning Collaboration
- Mentor/Mentee Days
- Tough Conversations
- PASS Implementation and Writing Day
- Curriculum Development Days
- Management of Actual and Potential Aggression
- Professional Learning Aligned to School Improvement Plan
- Best Start Year 7 Assessment Training
- Teacher/Librarian Network
- Governance and Risk Management
- LNAP Leading Teachers and Principal Numeracy

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## Catholic Identity and Mission

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Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

### **Catholic Imagination and Spirituality**

St Joseph's High School is a regional Catholic co-educational school serving the five parishes in the Upper Hunter. Inspired by the spirituality 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." All school assemblies, meetings and special events begin with formal prayer. Each day the school stops for its 'MacKillop Moments' where everyone pauses for five minutes around midday for reflection and prayer.

### **Family, Parish and Diocesan evangelising and catechesis**

Staff and students participate in the Diocesan Way of the Cross, the launch of Caritas, Student Leadership Retreat and staff retreats. The Year 11 Retreat has a strong focus on personal strengths, leadership, social justice and community service. The Year 12 Retreat follows the traditional retreat model, offering valuable time out from studies to consider issues of values, decision-making and identity.

### **Christian Discipleship**

St Joseph's tries to involve students, families and wider staff in discipleship opportunities. For example, the Year 7 Reflection Day at Denman is followed by a family BBQ and 'Get to Know the Teachers' activity. For students in Years 7–10, there is provision for Spiritual Reflection that complements the Religious Education program and community service priorities of the school.

### **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 so that students can access learning at a variety of levels and through a range of learning modes.

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## Curriculum, Learning and Teaching

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### Secondary Curriculum

The Secondary Curriculum follows the NSW Education Standards Authority (NESA) syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Schools Office (CSO). The CSO's Statement on Authentic Learning outlines our beliefs about how students learn. It provides a foundation for teachers, school leaders and system leaders as they aspire to enable learning which engages and empowers students to become lifelong learners, who contribute to society, and the wider world, as active and discerning citizens.

St Joseph's Aberdeen offers a quality Catholic education that allows all students to achieve to their potential. The school offers a comprehensive and diverse curriculum that caters to the learning needs of all students from Years 7 to 12. We pride ourselves in the extensive range of subjects on offer. The school offers a range of courses across the Key Learning Areas of English, Mathematics, Sciences, Humanities, Creative & Performing Arts, Languages (Japanese), Technology and PDHPE. We also offer a range of Vocational Education courses in our senior curriculum with links to the local TAFE for further diversity in subject choice. This allows flexibility for students to follow their own program of study and meet their future employment requirements.

The curriculum structure also incorporates Life Skills courses for students who require a differentiated approach. The newly established Learning Support Centre allows students to learn in a more flexible and inclusive environment.

In addition to meeting the mandatory NSW Education Standards Authority (NESA) requirements, St Joseph's offers students every opportunity to reach their potential by supplementing learning with a wide variety of academic and cultural events such as OnSTAGE, ENCORE, dance workshops, Kia-Ora Music Camp, language immersion days, ASPIRE Dramafest, mock trials, public speaking, debating, Science and Engineering Challenge, Bell Shakespeare performances, field excursions and Earth-Fest.

In 2019, the staff participated in extensive training in UDL (Universal Design for Learning) which is a pedagogical approach to teaching and learning that gives all students an equal opportunity to succeed. This approach offers flexibility in the ways students access material, engage with it and show what they know; developing lesson plans which allows all students to succeed, including students with learning and thinking difficulties.

## Student Performance in Tests and Examinations

Analysis of these results assists High School 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 High School 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 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	21%	29%	24%	19%
	Reading	30%	29%	17%	15%
	Writing	8%	15%	32%	28%
	Spelling	22%	31%	16%	16%
	Numeracy	33%	34%	14%	15%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	7%	19%	33%	25%
	Reading	10%	21%	22%	21%
	Writing	8%	13%	39%	38%
	Spelling	16%	21%	26%	20%
	Numeracy	18%	24%	18%	16%

### Higher School Certificate (HSC) Diocese

The results of the High School'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.

NB: A number of new syllabuses were implemented this year which means there was a change in either subject name and/or course number. For this reason, results from previous years may appear as 0%. Some courses no longer run and therefore will show as 0%.

In 2019, a solid performance in the Higher School Certificate results saw our top student gaining an ATAR of 94.8. Seven students attained a place on the Distinguished Achievers list being awarded ten Band 6 grades across eight different subjects: Biology, Mathematics, Visual Arts, Music, Legal Studies, Business Studies and Community and Family Studies. This highlighted the depth and breadth of successful candidates in a wide range of subjects, celebrating both student achievement and staff dedication to the students and the school.

In addition to the Band 6 results we acknowledge the number of Band 5 grades achieved, with over 70 grades recorded across 20 different subjects.

One student's HSC Major Work for Drama was nominated and selected for OnSTAGE. The original script was presented at the Seymour Theatre. The student's work was one of three selected from 210 students across NSW.

A significant number of our students continued onto tertiary studies with many gaining acceptances into university via the Principal's Recommendation Scheme prior to the HSC ATAR scores being released.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2017		2018		2019	
	School	State	School	State	School	State
Ancient History	17 %	36 %	0 %	36 %	14 %	36 %
Biology	24 %	40 %	8 %	37 %	14 %	32 %
Chemistry	25 %	43 %	33 %	42 %	0 %	46 %
Economics	0 %	49 %	14 %	47 %	0 %	52 %
English (Advanced)	41 %	64 %	64 %	63 %	24 %	62 %
English (Standard)	17 %	16 %	9 %	15 %	0 %	12 %
English Studies Exam	-	-	-	-	0 %	0 %
Legal Studies	24 %	44 %	55 %	45 %	75 %	42 %
Mathematics	20 %	54 %	10 %	52 %	12 %	49 %
Mathematics Extension 1	67 %	82 %	0 %	80 %	25 %	80 %
Mathematics Standard 1 ex	-	-	-	-	33 %	18 %
Mathematics Standard 2	-	-	-	-	8 %	24 %
Modern History	17 %	39 %	22 %	42 %	13 %	40 %
Music 1	75 %	66 %	100 %	65 %	100 %	66 %
Physics	25 %	34 %	0 %	34 %	0 %	37 %
Studies of Religion I	20 %	50 %	19 %	37 %	20 %	46 %
Studies of Religion II	22 %	47 %	33 %	41 %	50 %	45 %
Visual Arts	63 %	55 %	67 %	53 %	83 %	63 %
German Continuers	-	-	-	-	100 %	56 %

### Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. In 2019, the number of students issued with a RoSA was 40.

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The High School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

The Pastoral Care and Wellbeing Policy for Students can be found at [www.mn.catholic.edu.au/about/policies](http://www.mn.catholic.edu.au/about/policies)

There were no changes to the policy in 2019.

### Behaviour Management and Student Discipline Policy

The High School's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this High School. The High School does not sanction administration of corporal punishment by High School persons and non-High School persons, including parents, to enforce discipline in the High School. Further information about this and other related policies may be obtained from the High School's website.

### Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the High School's website, the administration office or at the CSO website at this link.

## Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the High School's website, the administration office or at the CSO website at this link.

## Initiatives promoting respect and responsibility

St Joseph's 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 InterACTS week for special needs community members, which is organised, catered and administered by over 150 student leaders during the summer school holidays; the Christmas Pageant which brings together several thousand members of the school and wider community; the Community Days run each term by the Student Representative Council members to raise funds for charitable causes and build a spirit of community 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, Wellbeing Week, Community Days, Reflection Days, Assemblies and Form Meetings are all used to promote strong Christian values amongst students.

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## School Improvement

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The High School implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the High School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the High School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the High School administrative office.

### Key Improvements Achieved

The St Joseph's School Improvement Plan in 2019 had a focus on developing the religious education of staff by maintaining their faith accreditation to teach Religion and encourage them to expand their knowledge. Support will be given to any staff member who is undertaking tertiary studies in Religious Education with a goal of developing all staff to achieve quality teaching in religion classes.

In 2019, St Joseph's endeavoured to develop staff capacity to write explicit learning goals across a range of KLAs, with all staff participating in instructional walks and collecting data on student understanding and participation in their own learning goals. Analysis of the data from the instructional walks was fed back to staff. Additionally, all teachers participated in professional learning to improve their ability to set explicit learning goals.

Developing staff capacity to create assessments that were engaging and accessible for all students was another goal for 2019. St Joseph's engaged a consultant, Leanne Woodley from AISNSW, to deliver to staff an introduction to Universal Design for Learning (UDL) and build their capacity to create lessons that are engaging and attainable for all students.

Time allocation was provided to mentor Professional Practice and Development Leaders through goal setting and collegial conversations; as well as to facilitate mentoring of new career teachers and for conversations with teachers working towards proficiency.

## Priority Key Improvements for Next Year

St Joseph's School Improvement Plan for 2020 aims to provide opportunities to build staff capacity and inspire students to deepen their relationship with Christ, as well as to ensure that St Joseph's is a place where Religious Education engages students meaningfully in their faith journey. We have a goal to develop and reinvigorate the Mission and Vision statements of the school, a journey that we commenced in 2019.

We will also focus on a consistent and pastoral approach to wellbeing that is visible to staff, students and the wider community with the introduction of class-based wellbeing lessons each morning. These lessons will have an emphasis on goal setting and planning, character strengths and resilience, to assist the students to focus on their sense of wellbeing.

2020 will also see the development of a Professional Learning Community based on a culture of improvement through evidence-based practice and collaboration. The aim is to nurture a school culture that promotes the belief that every student is capable of successful learning. Additionally, we will aim to build and maintain a learning environment for all that is safe, respectful, tolerant, inclusive and promotes intellectual rigour.

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## Community Satisfaction

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the High School has used a variety of processes to gain information about the level of satisfaction with the High School from parents, students and teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

### 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 advise parents of issues such as assessments and uniform consultations. Parents are invited to visit the school to meet with teachers and coordinators, as well as the school Executive Team. 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 promotes the Catholic value of service and as such, places a high priority on the development of student leaders, with approximately 70 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.

### Teacher 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.

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## Financial Statement

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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 2019 year is detailed below:

<b>Recurrent and Capital Income 2019</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$8259658
Government Capital Grants <sup>2</sup>	\$334604
State Recurrent Grants <sup>3</sup>	\$2387272
Fees and Private Income <sup>4</sup>	\$2669491
Interest Subsidy Grants	\$3208
Other Capital Income <sup>5</sup>	\$483699
<b>Total Income</b>	<b>\$14137932</b>

<b>Recurrent and Capital Expenditure 2019</b>	
Capital Expenditure <sup>6</sup>	\$933500
Salaries and Related Expenses <sup>7</sup>	\$8964450
Non-Salary Expenses <sup>8</sup>	\$4103036
<b>Total Expenditure</b>	<b>\$14000986</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.

END OF 2019 REPORT