

2019

ANNUAL SCHOOL REPORT

SERVICE.LEADERSHIP.JUSTICE

Together in Christ



St Joseph's College

New England Highway, LOCHINVAR 2321

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www.mn.catholic.edu.au

About this report

St Joseph's College (the 'College') 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 College community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the College'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 College directly or by visiting the College's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

At the commencement of 2019 St Joseph's College's identity as a 7-12 coeducational College come to fruition with the commencement of the first Year 12 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 wellbeing as the basis of our Pastoral Framework. To support this, in 2019, all teaching staff were engaged in a six part professional learning program facilitated by a psychologist which focused on mental health, challenging behaviours and peer relationships. 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 2019, the College's building program saw the completion of refurbished classrooms in a wing that previously housed a Library and Staff Room. Students have excelled in a range of endeavours in 2019 including our Under 15s Rugby League Team winning the NRL Country Championships, Under 15s & 16s winning the Knights Knockout, success in the UoN Engineering Challenge, SuperTech Girls Winners and excellence in HSC Results.

Parent Body Message

St Joseph's College Lochinvar has a strong and valued partnership between the parent and school community. St Joseph's College implements a range of effective and timely communication channels for parents through their use of Compass; College Newsletter; College Facebook Page; College Yearbook; Email and print forms of communication. The College also makes personal connections with parents via phone and meetings (where appropriate). St Joseph's College seeks feedback from parents through surveys and consultation in order to continually improve the life of the school. In addition, the College

hosts a range of Parent and Student Information Sessions (i.e. Year 7 Welcome; Year 9 Elective Evening; Year 10-12 Assessment Evenings) which provides the opportunity for parents to make connections and collaborate with the school in their child's education.

St Joseph's College offers parents the opportunity to attend Presentation Events that celebrate the Spiritual, Academic and Sporting & Cultural life of the school. The Year 12 Thanksgiving Mass, Breakfast and Graduation, and the 2019 inaugural College Sports Award Evening are examples of the range of opportunities provided to parents to engage in and celebrate the life of the College. St Joseph's College supports volunteers through our school canteen, developing positive, respectful relationships between our student, parent and school community.

St Joseph's College has a mutually respectful relationship with the parent body, and continues to develop opportunities for parents to be engaged in the life of the school community.

Student Body Message

St Joseph's College Lochinvar is a welcoming school which was founded with the mission's and values of St Joseph and the Sister's, who currently reside on campus. The community at St Joseph's is strong and connected and balances on the student support system of College Captains, Student Representative Council, House Leaders, Learning Mentor and Engagement Teachers and the genuine care for all students who attend. This body of student's and teachers are called forward to use the values of hospitality and compassion to represent the school, demonstrate as role models to the younger years and encourage students to be headstrong, confident, and compassionate to all whom they meet. This can span from helping to organize and monitor sports carnivals to organizing activities such as anti-bullying campaigns, and whole school fundraisers. Within this student body, the Peer Support program helps to make the change from primary school to high school smoother by creating a bond between the year 10 and year 7 cohort. As a whole, the community of St Joseph's College Lochinvar is focused on creating a place where the values of presence, courage, hospitality, compassion, humility, justice and service are the forefront of our everyday lives.

School Features

St Joseph's College Lochinvar, founded by the Sisters of St Joseph in 1883 is a co-educational secondary school providing a rich and diverse educational experience for students from Years 7 to 12. Located on the grounds of the foundation house of the Sisters of St Joseph who arrived from Perthville in 1883, the College maintains a strong connection with the congregation and the Josephite charism. This charism guides us in forming a faith-filled community inspired by justice and service.

Located in the Hunter Valley in a peaceful, rural setting just 8km from Maitland NSW, St Joseph's is located in the Chisholm Pastoral region of the Diocese of Maitland-Newcastle, 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. The College caters for students from the local Catholic feeder primary schools, including St Patrick's PS Cessnock, St Patrick's PS Lochinvar and Rosary Park Branxton. The College also has students enrolled from other local Primary Schools located in areas such as Aberdare, Aberglasslyn, Abermain, Allandale, Branxton, Bolwarra, Cessnock, Greta, Huntlee, Kearsley, Laguna, Lochinvar, Neath, Nulkaba, Pokolbin, Rutherford, and Telarah. The College has a blend of heritage and modern buildings which include a Chapel & Heritage Centre,

The College has a well-earned reputation for academic results and is highly regarded in the community due to a range of exciting initiatives and opportunities, including extensive representative sport opportunities, gifted and accelerated learning programs – including the Virtual Academy, dynamic aboriginal education & cultural programs, Ministry & Service initiatives, and an overseas exchange program with our Sister School in Japan. Students participated in the Tournament of the Minds, DioSounds, Aspire, AECG 3 on 3 Basketball and Debating Competitions.

In 2019 as part of a Student Leadership initiative, Sunnyside Up week was instituted to engage students in positive wellbeing activities, looking with hope to the future and being kind to each other. A program of events involving staff and students ran throughout the week after the HSC Trial Examinations.

Student Profile

Student Enrolment

The College caters for students in Years 7 – 12. Students attending this College 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
472	437	47	909

* 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 88.33%. 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
90.80	88.30	87.90	86.30	0.00	0.00

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The College, 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, College staff, as part of their duty of care, monitor part or whole day absences.

College 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 College 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 College's strategies have failed to restore regular attendance.

Student Retention Rate

Of the students who completed Year 10 in 2017, 90%% 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).

Senior secondary outcomes 2019	
% of students undertaking vocational training or training in a trade during the senior years of schooling	42% %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100% %

Post School Destinations

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

Year 12 2019 post school destinations included the following -

- University: 49.2%
- TAFE: 6.8%
- Other RTO/Institutions: 8.5%
- Employment: 23.7%
- Apprenticeships/Traineeships: 6.8%
- Unknown: 5.0%

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	111
Number of full time teaching staff	68
Number of part time teaching staff	13
Number of non-teaching staff	30

Total number of teaching staff by NESA category

Teachers at this College 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 College.

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 College 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

The focus of professional learning throughout the year incorporated the following key areas – Wellbeing, Assessment, Catholic Identity, Governance and Strategic Planning for 2020 and Beyond. Staff participated in a six part series on Wellbeing, presented by a psychologist, which included the following – mental health, supporting students with anxiety, challenging behaviours, teacher wellbeing and mental health and peer relationships. Assessment involved a review of assessment across all year groups with a particular focus on Year 7 which focused on the type of tasks, range of tasks, literacy and numeracy skills, and hierarchy of verbs. In contrast staff examined the general capabilities, where these were reflected, the overlap of task skills across KLAs and how inter-disciplinary tasks could be developed and delivered. In terms of Governance, a WHS audit provided the opportunity to review the process of developing quality risk assessments, reviewing and understanding duty of care and risk mitigation; examining safety procedures throughout the school including student movement, evacuation procedures, communication, ongoing professional learning, establishment of WHS calendar. Catholic Identity was reviewed formally and involved staff in examining Faith Life, Catholic ethos, spiritual formation, and Religious education. Strategic Planning for 2020 and Beyond was a significant focus which involved establishing goals for the next three years, researching contemporary pedagogy and models of learning which included visits to a variety of schools and presentations from staff in a variety of sectors and working parties that had responsibility for providing professional reading, leading staff discussions and making recommendations. Individual staff also participated in the Professional Practice and Development which involved individual professional goal setting and coaching against the professional standards

Catholic Identity and Mission

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)

In 2019, the school was involved in an external review for Catholic Identity which involved members of the Catholic Schools Office. The review concluded the following including commendations - the school's unique Ministry Framework which is a dynamic and comprehensive document that guides and gives structure to the Catholic Identity of the school; the social justice program that involves senior students and staff participation with the DARA van; the variety of ways that the school continues to make connections with and involve the local Josephite community in the Catholic life of the school; the school provided evidence that clearly demonstrated the variety of ways that student formation across 7-12 is planned, facilitated and evaluated; the school offers diverse opportunities for members of its community to actively participate in the life of the Church at both the school and Parish level; there is regular communication and liaison between the parish and the school. (Parishioners, Parish Council, Parish groups, parish priest, clergy and/or deacon); there is acknowledgment and inclusion of the local Indigenous community; Catholic principles of justice such as the Common Good and the Dignity of the Human Person are reflected in the policies and procedures in the school and these seek to foster quality relationships and intercultural understanding; the school actively promotes the Catholic ethos in the selection of staff, enrolment of students and the selection and use of resources; the School has included specific strategies for the improvement of Religious Literacy as part of its annual strategic planning; documentation with regard to the school curriculum, timetabling and space allocation and the choice and recognition of staff show the priority of Religious Education in Secondary schools.

Evidence included: Retreat programs and evaluation data; SIP and Strategic Plans; Induction processes for Yr. 7 students; Faith Formation section of The Ministry Plan; development of college themes designed to help students live the faith; Yr. 7 excursion to MacKillop Place. Annual staff spirituality day; Induction program for new staff about school ethos and charism shared responsibility of staff for liturgies; Ongoing involvement of Josephite community in school activities.

Curriculum, Learning and Teaching

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.

The 2019 HSC results reflected the extensive preparation and professional development of staff, and the dedication of students in their subject areas. At the College, 10 HSC students received a Band 6 across a range of subjects. Likewise, in the Year 10 Record of School Achievement, seven students achieved 6 or more "A" grade results.

Technology

Staff implemented a range of technology within the classroom setting, ensuring tools such as OneNote were used to disseminate and organise information whilst a focus on subject specific software, including industry standard tools such as Adobe Photoshop, Sketchup and the use of 3D printers provided students with opportunities to develop broad skills.

Enrichment

In 2019, four Year 7 students and four Year 8 students participated in the Virtual Academy, a space where students can further explore their talents. These students were supported by the Gifted Education Mentor and a number of teaching staff who acted in the role of individual mentors. The four Year 8 students used their time in the virtual academy to develop an APP and were State Finalists in the internationally recognised TechGirls competition.

In 2019, students in Year 9 Mathematics were given the opportunity to accelerate and 18 students from Year 9 completed their Year 10 Record of School Achievement in Mathematics. Students from this cohort will move into Year 11 Mathematics in 2020 and ideally will complete their HSC in 2021. This opportunity recognised the importance of allowing students to extend beyond their nominated year level and move into deeper critical thinking.

Learning Support

In 2019, our first student completing Life Skills received the HSC. Students were supported with a range of assistive technologies and were able to access support across their subject areas. Life Skills studies were supported in Years 9 – 12.

In 2019, St Joseph's College Lochinvar offered a broad range of subjects to students from 7-12, encompassing a range of pathways to allow students to work toward a range of post school career options. In 2019 students had the opportunity to study:

Religious Studies

Years 7-10 Religious Studies; Years 11-12 Studies of Religion I Unit; Studies of Religion 2 Unit; Catholic Studies

English

Years 7-10 English; Years 11-12 English Advanced; English Standard; English Extension 1; English Studies

Mathematics

Year 7-10 Mathematics (including Stage 5 pathways); Years 11-12; Mathematics 2 Unit; Mathematics Extension 1; Mathematics Standard 1 and 2.

Science

Years 7-10 Science; Years 9-10 STEM; Years 11-12 Biology, Chemistry and Physics

HSIE

Years 7-10 History and Geography; Years 9-10 Commerce; Years 11-12; Business Studies; Legal Studies; Modern History; Society and Culture

PDHPE

Years 7-10 PDHPE; Years 9-10 PASS; Years 11-12 Exploring Early Childhood, Community and Family Studies, PDHPE

Creative Arts

Years 7 and 8 Visual Arts; Years 9-12 Visual Arts; Years 9-11 Visual Design; Years 8 Mandatory Music Years 9 and 10 Elective Music; Years 11 and 12 Music 1

Technologies

Years 7-8 Technology Mandatory; Years 9-10 Industrial Technology – Timber; Years 9 and 10 Industrial Technology Electronics; Years 9 and 10 Food Technology; Years 9 and 10 Industrial Technology – Metals; Years 9 and 10 Information and Software Technology; Years 11-12 Industrial Technology Timber Products and Furniture Technologies; Years 11 and 12 Software Design and Development.

Languages other than English

Year 7 – Japanese and French; Years 9-10 Japanese Beginners

Vocational Education and Training

Years 11 and 12 Hospitality - Kitchen Operations and Cookery Stream; Years 11 and 12 Construction; Years 11 and 12 Metal and Engineering; Years 11 and 12 Retail Services

Life Skills Courses

Year 7 English and Mathematics; Years 9 English and Mathematics

Years 11 and 12 Catholic Studies; English; Mathematics; Investigating Science; Technology;
Work and the Community

Student Performance in Tests and Examinations

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 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	19%	29%	29%	19%
	Reading	17%	29%	18%	15%
	Writing	14%	15%	24%	28%
	Spelling	26%	30%	21%	16%
	Numeracy	26%	34%	19%	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	13%	19%	34%	25%
	Reading	15%	21%	22%	20%
	Writing	8%	12%	45%	38%
	Spelling	16%	21%	19%	20%
	Numeracy	16%	24%	14%	16%

Higher School Certificate (HSC) Diocese

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.

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%.

St Joseph's College actively promotes the pursuit of academic excellence and the importance of personal growth. 2019 was the first HSC cohort at the College in over 30 years and the cohort performed to a very high standard. Analysis of data from NESAs indicated that over 60% of subjects showed scores above the State Average which is highly commendable and reflected the cooperative relationship formed between teachers and students and the outstanding commitment of teachers in assisting all students to strive towards their academic potential. In 2019, St Joseph's celebrated with students the achievement of seven Academic Excellence Awards for First place in the Diocese in English Studies, Mathematics Standard 2, Mathematics Standard 1, Legal Studies, Visual Arts, Metals & Engineering and Japanese Beginners. Considering the cohort consisted of 53 students this was an outstanding result. The following list reveals the percentage of students who scored in the top three bands in the HSC – St Joseph's is justifiable in being proud of this cohort of students

Subject

Percentage of Students in the Top 3 Bands

Business Studies: 65%

Community and Family Studies: 85%

English Studies: 100%

English Advanced: 100%

Industrial Technology: 83%

Mathematics Standard 1: 100%

Mathematics Standard 2: 66%

Mathematics: 71%

Music 1: 70%

PDHPE: 80%

Society and Culture: 89%

Studies of Religion 1: 68%

Studies of Religion 2: 88%

Visual Arts: 91%

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2017		2018		2019	
	School	State	School	State	School	State
Biology	-	-	-	-	17 %	32 %
Chemistry	-	-	-	-	0 %	46 %
English (Advanced)	-	-	-	-	67 %	62 %
English (Standard)	-	-	-	-	0 %	12 %
English Studies Exam	-	-	-	-	0 %	0 %
Legal Studies	-	-	-	-	40 %	42 %
Mathematics	-	-	-	-	21 %	49 %
Mathematics Extension 1	-	-	-	-	25 %	80 %
Mathematics Standard 1 ex	-	-	-	-	100 %	18 %
Mathematics Standard 2	-	-	-	-	37 %	24 %
Modern History	-	-	-	-	20 %	40 %
Physics	-	-	-	-	0 %	37 %
Studies of Religion I	-	-	-	-	16 %	46 %
Studies of Religion II	-	-	-	-	25 %	45 %
Society and Culture	-	-	-	-	56 %	45 %
Visual Arts	-	-	-	-	82 %	63 %
Community & Family Studie	-	-	-	-	38 %	37 %

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 271.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College'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

There were no changes to the policy in 2019.

Behaviour Management and Student Discipline Policy

The College'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 College. The College does not sanction administration of corporal punishment by College persons and non-College persons, including parents, to enforce discipline in the College. Further information about this and other related policies may be obtained from the College'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 College'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 College's website, the administration office or at the CSO website at this link.

Initiatives promoting respect and responsibility

Throughout the 2019 academic year St Joseph's has undertaken a number of initiatives that are designed to promote a sense of respect, responsibility, belonging and acceptance of all for their unique qualities within our community. These initiatives have been many and varied. Some of these include:

Year 7 Camp: the introduction of this initiative in 2019 aimed provide Year 7 students with the opportunity to develop new friendships that foster a sense of connectedness and belonging, whilst at the same time, through a supportive environment, encouraging them to embrace and respect each individual for their uniqueness.

Community Days/Retreat Programs: throughout 2019 the Wellbeing and Ministry Coordinators have worked collaboratively to incorporate a Wellbeing component into all Community Days and Retreat Programs. We have aimed to promote an awareness amongst our students of the importance of fostering their own wellbeing, provided them with strategies to recognise what works for them and highlighted the responsibility we all have to accept and support all people in our community. Through nurturing each other we nurture ourselves.

Anti-Bullying Sessions: all students within the Junior School partook in these sessions facilitated by the Wellbeing Coordinator. The focus of the sessions was to educate students on the ways bullying can occur, the impact bullying can have on an individual, the importance of respecting each other for who we are and to convey to them that we all have a responsibility to do something about bullying if we witness it. Two takeaway messages – treat people the way you want them to treat you and in a world where you can be anything, always be kind.

Headspace Talks –Years 9 and 10 and Parent Session: The Year 9 and 10 student body participated in this initiative provided by Headspace Schools. Through individualised themes, Year 9 – How to support a friend when you're worried about them and Year 10 – Mental

Health Fitness, this initiative communicated to our students the responsibility they have to themselves and to each other to monitor their mental health and seek support/guidance as required. The parent sessions provided parents with the opportunity to access information on how to have conversations and how to support their young person.

Sunnyside Up Week: at the instigation of our student leaders, this successful initiative was introduced this year. This week encouraged staff and students to look on the brighter side of life and recognise the responsibilities we have to each other to promote positive attitudes.

Wellbeing Wednesday: became a focus throughout the year with both staff and students. Each week staff and students were challenged to carry out a different activity that sort to promote their wellbeing and that of those around them. Through various lunch activities: Yoga for Seniors and Staff, Creative Arts activities and Badminton activities, students were afforded opportunities to interact with others which required self-regulation and respect each other.

Individualised Programs: Respect Live (Year 10 boys), Queen Talk (Years 9 and 10 girls), Year 7 Boy's Group, Friday Morning BBQ Crew – were all initiatives that were facilitated by staff that seek to support and re-establish students sense of connectedness with themselves and their community.

Whole School Initiatives: RU OK Day and National Day of Action Against Bullying. At whole school assemblies our Students Leaders delivered personalised messages to the student body aimed at recognising the importance of seeking help and supporting each member of our community.

Form Assemblies: At various times throughout the year, Student Coordinators reinforce the message that we all have the responsibility to respect ourselves, each other and our community.

Community Service Activities: Dara's Van and the Vinnies Winter Sleepout: staff and senior students who feel a sense of responsibility to serve the needy in our community can elect to participate in offering their services through Dara's Van and/or partake in the lived experience of how the homeless live through this community event at the Maitland Gaol.

Indigenous Initiatives: Naidoc Week/Sorry Day/Reconciliation Week. At whole school assemblies we have recognised the importance of such initiatives in fostering respect, understanding, acceptance, appreciation and unity for the Aboriginal and Torres Strait Islander peoples and their culture with our community.

School Improvement

The College 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 College'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 College 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 College administrative office.

Key Improvements Achieved

Development and promotion of PD aligned to the mission of the Church and our Josephite Charism to assist in spiritual and faith formation of staff. Revision of Mission and Vision Statements light of formation of 7-12 College and contemporary views; Development of Strategic Plan for Service and Justice Initiatives.

Through staff development and formulation of a range of supports and strategies focused on programs such as Live Respect to develop student knowledge understanding and skills to manage their own health and wellbeing and as a result improve their capacity to productively engage in learning

Used data driven evidence-based approaches to improve academic performance of students.

Implementation of Accelerated Mathematics program in Stage 5 to cater for gifted students

Teacher professional discussion in Learning Groups to develop an understanding of Learning Intentions & success criteria so that students are have a framework for learning each lesson.

Participation in Middle Management Coaching Program has resulted in a culture of focused leadership of learning and a sound understanding of pedagogical practice and management of teams

Professional Practice and Development processes implemented which have supported teacher growth and accreditation requirements and developed a support process and procedures to monitor Early Career Teachers and Mentors

Improved WHS practices across the school through partnership with Diocesan Health and Safety Team and ongoing professional learning has heightened safety procedures and ensured that the school met audit requirements

All teacher professional learning linked clearly to the Australian Professional Standards for Teachers to support high standards of practice.

Priority Key Improvements for Next Year

Implementation of pillars of Strength, Faith and Hope and integration of these across the school

Implementation of 2020 Timetable Structure including FLEXI Learning and General Capabilities

Implementation of Wellbeing Framework linked to Learning Mentor Groups and pillars.

Greater strategic focus on data including

Implementation of Visible Leadership Model

Development of whole school numeracy plan

Community Satisfaction

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 College has used a variety of processes to gain information about the level of satisfaction with the College 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

The opinions and ideas of parents are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. In 2019, the College used a variety of processes to gain information about the level of satisfaction with the College from parents, including a survey and focus groups. Parents identified they valued the following - caring & supportive school; strong sense of community; inclusive & welcoming; provides a quality education safe community; friendly staff; Christian - Catholic values; quality reputation; learning support and that these elements were highlighted and validated through care and concern demonstrated by staff; new facilities and positive learning environments; teaching and learning opportunities; College Open Days; well-being and spirituality programs; effective communication. Parents were also offered the opportunity to participate in some focus group sessions based on the same three key areas. This information was used to inform the development of a three pronged approach to Strategic Direction for 2020 and Beyond. Focus groups revealed a strong overall satisfaction with the quality of learning which included strong academic performance, placement as a Gifted Education Lead School, development of Accelerated Mathematics program; strong Learning Support Faculty; quality of feedback to students and the quality of the safe and inclusive environment which included access to counselling, logical consequences approach to behaviour management and programs

Student satisfaction

Students were given the opportunity to participate in focus groups to provide feedback related to a series of questions. The students identified the following as the most important aspects of our community: an accepting community, we enjoy coming together as a community regularly, enjoy our community and spirituality days, our liturgies, fund raising for others, Year 12 Assembly about everyone is friendly and helpful; older students look out for us; we value teamwork. They noted that the things that help them learn include: teachers explain the learning well; teachers are subject specialists and they have a deeper knowledge– so I now get Maths! they explain things well, they break down the ideas – until you get it; Learning support is great with one on one support; Learning at your own rate;

OneNote is good in that we don't have to carry books and there are teachers who set up OneNote well – good if we are absent; Senior teachers are really supportive; discussion based lessons help us learn from others; Formative tasks; Feedback; Learning goals; Interactive learning; Smaller Classes. In response to what they most enjoy about St Joseph's, the responses included – Year 7 Camp was great, got to meet people that we didn't know and make new friends; St Joseph's is great I love it; more mature learning environment; Positive environment; Great Aboriginal programme – cultural studies; Hands on learning is so much better – Science practicals and food practicals and woodwork/TAS/ ART; Community days; Meditation, Morning Teas – seniors; Sad to leave – great place; snow trip, senior space; Extra Curricula is good – ALL YEARS; Small classes seniors – one on one; attention; Feedback is great; We believe in who we are – we do offer people help when they are in difficulties; Praying at the start of the day with mentor groups; Faith journey and relationships; Retreats in Year 10 & Year 12; accepting of others.

Year 12 students participated in an Exit Survey that was conducted by an external agency. The survey questions were extensive and provided critical information in relation to our first HSC cohort. A sample of responses to the question – 'What have you most enjoyed about being a student at this school?' included this school takes so much pride in our appearance e.g. uniforms, hair, which also gave myself a sense of pride; there is just a feeling that you get when you come to this school, like in your heart, you feel loved and like you belong; my involvement and being appreciated for my talents; how the teachers interact with students and ensuring they are doing everything they can for us; the senior class teachers have been incredible over the past year, each of them has encouraged me and given me so many resources in order to achieve my best. I have developed positive relationships that have allowed me to fully trust and have faith in my teachers. All of them have been passionate and want the best for their students; the school really tries to engage you into your learning to succeed in your education;

Teacher satisfaction

Teacher satisfaction was not formally evaluated during 2019, however, through Staff gatherings and professional learning teachers have articulated a high degree of satisfaction - this is also supported by the extremely low turnover of staff which was 2% and included retirements and staff moving to other places of work to take up permanent positions or leadership positions. Staff led focus groups concluded that positive staff satisfaction came from communication, leadership, clear sense of strategic direction, collaborative culture, high expectations; focus on community; focus on staff and student well-being, structured behaviour management program.

Financial Statement

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:

Recurrent and Capital Income 2019	
Commonwealth Recurrent Grants ¹	\$9798725
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2863767
Fees and Private Income ⁴	\$2991602
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$637077
Total Income	\$16291171

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$565594
Salaries and Related Expenses ⁷	\$11459372
Non-Salary Expenses ⁸	\$4006172
Total Expenditure	\$16031138

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