

2020

ANNUAL SCHOOL REPORT

SERVICE.LEADERSHIP.JUSTICE

Together in Christ



St Joseph's College

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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

2020 saw the second HSC cohort graduate from the College under our newly formed 7-12 identity. 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 when it changed to a 7-10 coeducational campus of All Saints College. The move to a 7-12 College recognizes 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 and who welcome the involvement of parents. 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. 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 2020, a new timetable structure was adopted that had embedded in it a Learning Mentor Framework - three dedicated sessions each week that focus on building relationships and building the capacity of students across a range of areas including identifying character strengths and goal setting. 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, however, due to COVID 19 there were limited opportunities for students to participate in activities outside the school. Students have continued to excel where opportunities have arisen such as in the National Brilliant Business Kids Festival via ZOOM where students gained second place for their business pitch. Staff and students have proven time and again in 2020 that they are resilient learners with strong connections to community. This was particularly evident when a new Assessment Framework was developed in COVID to cater for online learning, with a series of 'bite-sized' tasks developed for each subject in Years 7-11 which were delivered via COMPASS and included on time feedback immediately visible to parents.

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. In 2020, a COVID communication strategy was developed based on the 'one line of

communication' model so that all parents and carers were updated each week about the delivery of learning, support for those students with additional needs and how supervision could be provided for students whose parents were essential workers. As part of this strategy, College staff made personal connections with parents and families via phone and email and meetings where required were held via ZOOM. St Joseph's College seeks feedback from parents through surveys and consultation in order to continually improve the life of the school – this feedback contributed to the development of a new timetable structure in 2020 that incorporated a FLEXI Learning time for students to explore sport, cultural and leisure activities. Despite COVID 19, the College continue to hosts virtually a range of Parent and Student Information Sessions including the Year 7 Parent Welcome Evening; Year 9 and Year 11 2021 Subject Selection Evenings which provided the opportunity for parents to make connections and collaborate with the school in their child's education.

The 2020 Year 12 Graduation was able to be held under the NSW Government COVID Safety requirements and was a wonderful evening of celebration. St Joseph's College supports visitors and volunteers where possible, 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 students 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.

Due to COVID 19 restrictions, there was minimal interaction with Parents in 2020 and the majority of co-curricular programs were cancelled as were special school events that have previously been held such as St Joseph's Day and our Community days. In Term 4 we were able to conduct a restricted Year 12 Awards Presentation and Formal and student only Awards Ceremonies for Years 7-11.

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 2020: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
473	429	44	902

* 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 2020 was 87.72%. 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
89.04	87.07	86.12	84.49	88.52	91.05

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 2018, 97% completed Year 12 in 2020.

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 2020	
% of students undertaking vocational training or training in a trade during the senior years of schooling	32 %
% 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.

The majority of students opted for a University pathway, with many students being offered early entry.

- University - 52%
- TAFE - 8%
- RTO/Institution - 3%
- Employment - 18%
- Apprenticeships/Traineeship - 11%
- Unknown - 8%

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	109
Number of full time teaching staff	69
Number of part time teaching staff	11
Number of non-teaching staff	29

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 for 2020 was to be focused on Catholic Formation & Mission – specifically on training of facilitators and small group leaders for our Retreat & Formation Programs; development of pedagogies to support the Studies in Catholic Thought Stage 6 Religious Studies Program and analysis of Religious Literacy data.

Teaching & Learning – specifically student centred learning incorporating Character Strengths, Individualised Goals, and General Capabilities programs for Year 7; use of personalised programs for Aboriginal students, and ongoing analysis of HSC results and how to establish pedagogical practices to address deficits in student learning and strategies to deliver Interdisciplinary Tasks

Wellbeing & Partnerships – logical consequences in student management; strategies to develop learning based on Positive Education and Wellbeing; and strategies to case manage students with mental health concerns.

Before the program could be fully developed however, the impact of COVID meant that staff were restricted in their attendance at professional learning and there was the need to quickly shift our professional learning into online lesson delivery and creation of digital resources. Staff were able to access learning in the use of ZOOM and Microsoft Teams, with small learning teams established and access to webinars and the opportunity to deepen their understanding and use of COMPASS as a Learning Management Platform. Part of the process of staff learning focused on a review of all assessment tasks and the delivery of what was termed 'bite size' tasks that were focused and attainable. Staff provided feedback online that was visible to parents. Teachers used this goal setting and learning as part of the Professional Practice & Development working with a peer to determine their goals and strategies to achieve these goals. Learning has now become much more agile as a result.

2020 also provided the opportunity more than ever for teachers to engage in their subject association as associations have had to quickly move all PD online. Where previously travel distances and accommodation costs impacted on capacity to attend PD, as conferences and network meetings moved online, engagement increased and enabled more staff to participate.

A number of staff continued to engage in further study – completing a Graduate Certificate in Theology and Positive Education courses.

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)

St Joseph's has a strong Catholic culture that is clearly evident in all aspects of school life. Teachers have an overt and shared commitment to the beliefs and values that characterise this culture. This is articulated in a variety of ways, but is essentially captured in the strategic direction documents which are formed around 3 Pillars – Strength, Faith and Hope. The Pillar of Faith description was co-constructed by staff and clearly articulated the commitment to our Catholic life , stating

“Those with faith recognise the unique dignity of every human being as created in the image and likeness of God. People of faith attend to their own journey into self-knowledge and right living, and they ensure that processes are just and decisions are made in light of the common good. People of faith take great delight in spreading God's love, and strive to live life to the full. Empowered by the Spirit, those with faith enter into another's experience and are moved to respond. In the spirit of Mary MacKillop and Julian Tenison Woods they act as the hands of God at work in the world. They engage with the poor, the vulnerable and the disadvantaged of our world. People of faith draw strength from God and bring hope to the world.” Staff, students and parents know our aspiration in this domain – that is – “To be a dynamic, contemporary Catholic School that responds actively to the Gospel message and our Josephite charism, nurturing a culture of service and trusting in the providence of God.”

In 2020, although we were not able to gather as a community for a large percentage of time, prayer and celebration were still critical elements that remained at the forefront of our school life. This became evident at the end of the year when a week of prayer was offered for our

Year 12 students and every student attended voluntarily in a timeslot outside of school hours.

The 'tone' of the school reflects a school-wide commitment to the maintaining of an authentically Catholic culture which has Christ as the foundation of the whole educational enterprise.

The ethos and charism of the school express the assumptions, beliefs and values that the Catholic community shares. They are reflected in what is done, how it is done and who is doing it. This is clearly evident in the close connection between members of the school community and the Sisters of St Joseph who live on site. Over the last twelve months there has been a deliberate move away from the term 'Spirituality Days' to 'Formation Days' to engender an understanding of how we are formed in faith. This is also evident in three key goals developed within the Faith pillar - to offer authentic opportunities for faith formation for both students and staff; to promote our Catholic identity through high quality religious education and meaningful prayer experiences; to embed our three pillars of Strength, Faith & Hope within our school culture.

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.

In 2020 the College appointed a Pedagogical & Analytics Mentor to work with staff to identify data sources, curate data and set direction for targeted learning. The PM, together with Leaders of Learning and the Executive backward mapped strategies for improvement. One such area was HSC Analysis to inform practice which resulted in a focus 7-12 on multiple choice questions. Due to COVID 19, the Assessment Program across all year groups was revised, resulting in a move in Years 7-10 to reduce the number of tasks and formulate a 'bite size formative task' approach which has now been adopted and implemented for 2021 as well. The 2020 HSC results reflected the extensive preparation and professional development of staff, and the dedication of students in their subject areas. There were 62 students who entered for the HSC. The top ATAR was 99.3; one student was placed 9th in the State in Industrial Technology and one 13th in the State in Mathematics Standard 2; there were 3 All Rounders and 24 mentions on the Distinguished Achievers List. The student who received 99.3 was named as the DUX of the Diocese.

General Capabilities

In 2020, St Joseph's introduced General Capabilities in Year 7, enabling students to work individually and in small groups on designed projects to develop their capacity in literacy, numeracy, collaboration, communication and critical and creative thinking. This initiative was part of our 2020 and Beyond Framework.

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 2020, three Year 7 students and two 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.

In 2020, students in Year 10 Mathematics were given the opportunity to accelerate and 15 students from Year 10 completed their Year 11 Record of School Achievement in Mathematics. Students from this cohort will move into Year 12 Mathematics in 2021, completing their HSC a year in advance of their cohort. This opportunity recognises the importance of allowing students to extend beyond their nominated year level and move into deeper critical thinking.

Learning Support

In 2020, we continued to offer the opportunity for students to enrol in Life Skills Courses in order to receive the HSC credential. Students were supported with a range of assistive technologies and were able to access support across their subject areas. Life Skills studies were also delivered both within the mainstream classroom and as a discrete course in Years 9 – 12. During COVID, Learning support staff adjusted the curriculum and engaged with students via ZOO.M and phone to ensure they had achievable projects. Many students with a learning difficulty or learning disability continued to attend face to face with a rotation of staff to work with them either individually or in small groups

In 2020, 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 2020 students had the opportunity to study:

Religious Studies

Years 7-10 Religious Studies; Years 11-12 Studies of Religion 1 & 2 Unit; Studies in Catholic Thought

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 & Extension 2; Mathematics Standard 1 and 2. There was also an accelerated Mathematics class

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; Aboriginal Studies; Ancient History; Business Studies; Legal Studies; Geography; 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; Sport Lifestyle & Recreation.

Creative Arts

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

Technologies

Years 7-8 Technology Mandatory; Years 9-10 Industrial Technology – Timber; Years 9 and 10 Food Technology; Years 9 and 10 Industrial Technology – Metals; 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

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; Year 11 Entertainment; 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

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 the School's planning and is used to support teaching and learning programs.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

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%.

2020 was the second year that St Joseph's had a cohort sit for the HSC. The results were excellent overall with 70% of subjects above State average. Of particular note were the following achievements of the 2020 HSC cohort -

- Top ATAR - 99.3
- 9th in the State in Industrial Technology
- 13th in the State in Mathematics Standard 2
- 24 mentions on the Distinguished Achievers List
- 10 First in Course in the Diocese

Based on the DeCourcy Analysis students overall are in the Zooming quartile - that is achieving higher than typical. Subjects of particular note were –

- Business Studies
- Community & Family Studies
- Mathematics Standard 2
- Modern History
- Studies of Religion 1 & 2 Unit
- VET Hospitality
- Visual Arts

Significantly, a large number of students in the cohort demonstrated substantial learning gains from Year 10 to Year 12 – this was particularly impressive given the impact of COVID-19 on learning. The holiday and study and revision workshops that teachers conducted were very well attended and there was clear evidence of significant growth from the final assessment submitted to NESAs, and the Trial HSC results to the final HSC results with the majority of students demonstrating improvement.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2018		2019		2020	
	School	State	School	State	School	State
Ancient History	-	-	-	-	40 %	33 %
Biology	-	-	17 %	32 %	28 %	31 %
Community & Family Studie	-	-	38 %	37 %	50 %	34 %
English (Advanced)	-	-	67 %	62 %	47 %	63 %
English (Standard)	-	-	0 %	12 %	10 %	12 %
English Extension 1	-	-	-	-	100 %	93 %
English Studies Exam	-	-	0 %	0 %	0 %	0 %
Legal Studies	-	-	40 %	42 %	45 %	40 %
Mathematics Advanced	-	-	-	-	36 %	53 %
Mathematics Extension 1	-	-	25 %	80 %	80 %	75 %
Mathematics Extension 2	-	-	-	-	100 %	84 %
Mathematics Standard 1 ex	-	-	100 %	18 %	0 %	16 %
Mathematics Standard 2	-	-	37 %	24 %	36 %	25 %
Modern History	-	-	20 %	40 %	38 %	37 %
Physics	-	-	0 %	37 %	0 %	41 %
Studies of Religion I	-	-	16 %	46 %	50 %	44 %
Studies of Religion II	-	-	25 %	45 %	40 %	44 %
Visual Arts	-	-	82 %	63 %	100 %	65 %

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 2020, the number of students issued with a RoSA was 275.

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 2020.

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

In 2020, St Joseph's continued to promote a College that focused on developing a place that nurtured respect and harnessed responsibility in many forms. Respectful relationships is a critical part of supporting and ensuring students have access to programs that support their development. Students in Year 7 attended school camp within the first few weeks of Term 1 and did a series of activities both team building and development of self to help their transition to secondary education and foster belonging and friendship. The camp was supported by the Leader of Wellbeing and Engagement and the Learning Mentor Teachers, who consistently work with students through a tailored program to look for personal strengths, areas of participation and set aside time for personal reflection. Leaders of Wellbeing in the College have developed a series of activities to encourage mindfulness, fostering a growth mindset and moments of gratitude. Whilst a number of planned retreats and camps could not go ahead, community days throughout the latter half of the year allowed students in all years to participate in moments of reflection. A number of initiatives such as Sunnyside Up Week, led by College Captains, allowed for a students to look for the 'good' in others and moments of gratitude throughout the week created an atmosphere of positivity and collaboration.

As student leadership was the driving force behind this week, modelling of community participation was evident.

Increasingly complex challenges in developing relationships both in person and online were addressed through a series of Online Safety Talks delivered the NSW Police Force, to ensure a proactive and constructive approach was adopted. Alongside this was a series of presentations provided by Headspace, targeted a particular challenges young people face at various age levels.

For the period of home based learning, students were provided with ongoing contact with the community through 'Keeping Connected' calls and short video messages from staff and College Captains allowing for the important link to school to be maintained and nurtured.

Where there were possibilities, there were opportunities, including year based Flexi Learning Activities.

The establishment of the Yalawa Centre, a new learning and community space for Aboriginal and Torres Strait Islander students reinforced the importance of connection to identity and as this centre grows and develops, so does the expression, experience and fostering of the First Nations heritage within the St Joseph's 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

In 2020 a new timetable model was introduced which included a FLEXI Learning morning where students in Years 7-10 had the option to select an activity of interest including areas such as 'Working on the Farm', Representative Sport, Art for the Soul, Cooking on a Budget, Indoor Sports, Archery, Yoga, School Beautification, Tennis, Cricket and many more. During FLEXI Learning students in Years 11 & 12 engaged in personal study or guided study. This aspect of the timetable model has proven to be highly successful – attendance rates are high, students have the opportunity to mix with a variety of students, explore a passion project, engage in hands on activities and build capacity in a variety of skills.

Implementation and development of a variety of new syllabus including Agriculture in Stage 5 and VET Entertainment in Stage 6 has provided students with a wider range of elective subject choices and has provided the opportunity to explore post school pathways.

2020 saw the introduction of the role of Leader of Pedagogy and Data Analysis – this position attracted a substantial release from face to face teaching to enable the leader to work alongside teachers both within and outside the classroom. The opportunity to train teachers in drilling through HSC data to determine areas of growth and areas of improvement has led to backward mapping of skill areas that need to be incorporated into all years – for example understanding and responding to multiple choice and short answer questions.

COVID also led more quickly to an examination of assessment in Stage 4 with a shift away from traditional assessment to a portfolio approach and a culmination of formative tasks that focused on a skill set and instant feedback.

Priority Key Improvements for Next Year

The priority areas for 2021 include –

- Continuation of the examination of data to inform teacher practice and guide improvement
- Participation in the Leading Learning Collaborative to enhance teacher and student understanding of learning intentions and success criteria
- Student led conferencing in Year 7
- Development of inter-disciplinary tasks in Stage 4 to enhance the connection of learning across subjects
- Examination of Year 10 progressions in learning
- Development of a Literacy Framework

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 2020 the importance of 'Keeping Connected' was highlighted through a series of contact calls with families during the period of home learning. Through this process, including the 'Tell them from Me Survey' 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; well-being and spirituality programs; effective communication. A strong overall satisfaction with the quality of learning which included strong academic performance, continuation 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 Learning Mentor programs.

Student satisfaction

Students are surveyed at the end of each year in relation to core school areas and Year 12 undertake an extensive Exit Survey in Term 3 of their HSC year. This data highlighted that there was strong affirmation of –

Teacher knowledge and practice

- Student behaviour in classes
- Supporting student wellbeing
- The serious approach to addressing bullying
- The pride students take in their school
- The quality of school resources and facilities

College Captains are active in speaking with the student body and leading initiatives for improvement – one such area is the continuing success of ‘Sunnyside Up Week’ to improve student wellbeing. Students are able to easily approach members of the leadership team and executive team to discuss concerns – one such area has been in regard to uniform to provide tailored shorts as an alternative to the girl’s skirt.

Teacher satisfaction

Part of the process of engaging with staff in terms of their satisfaction levels is to engage them in regular “Pulse Checks” with the same questions used each time –

- What is working well?
- What needs to be improved?
- If you had the opportunity to change one thing what would it be?
- What are you grateful for? Is there a matter that needs to be dealt with as a matter of priority?

Through this methodology we have now three years of feedback from staff that helps to inform future practice, initiatives and improvement as well as provide reinforcement of strategic direction. Staff identified they were very satisfied with the following areas –

- FLEXI Learning
- 5 one hour lesson timetable structure
- Use and availability of technology to improve student learning
- Logical consequences model for behaviour support
- Support for staff well-being
- Availability of Bertrand Centre and Yalawa Centre facilities and staff to support student learning and engagement
- Formative Assessment Task Structure developed during COVID
- Community Events to support student wellbeing
- Formal Fridays and Assembly time

In addition to this, staff participated in the 'Tell them from me survey' providing a rating in the 'positive' across a range of areas including leadership, teaching & learning, and wellbeing. There is minimal staff turnover each year.

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 2020 year is detailed below:

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$10,690,597
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$3,077,284
Fees and Private Income ⁴	\$2,744,336
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$792,831
Total Income	\$17,305,048

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$5,658
Salaries and Related Expenses ⁷	\$12,217,271
Non-Salary Expenses ⁸	\$4,131,168
Total Expenditure	\$16,354,097

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 2020 REPORT