

# 2020

## ANNUAL SCHOOL REPORT

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*Together in Christ*



### St Joseph's High School

Segenhoe Street, ABERDEEN 2336

Principal: Robert Holstein

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



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

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## About this report

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

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

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## Message from key groups in our community

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### Principal's Message

As with all schools, 2020 was a year full of challenges.

The closure of schools meant the development of new methods of delivering lessons. Teachers quickly responded and adapted their methods of teaching to the use of online technology. Over time, St Joseph's has nurtured our students' abilities with computer use and it is now part of daily teaching where Microsoft OneNote is used. For the students, it meant the transition to online learning was a relatively easy process and involved them checking their OneNote daily for lesson plans. Along with quick updates using Microsoft Teams, teachers were able to communicate, monitor and assist students with their daily workload.

In a very short timeframe the teaching staff transitioned the school from face-to-face classes to online learning. This reflected the professional manner in which teachers embraced new technology and challenges. All stakeholders of the school community came together to ensure that students did not fall behind with their learning.

On return to scheduled school lessons in mid-Term 2, it was noted that it took students until approximately Term 4 to settle completely back into normal school life.

Year 12 students who were impacted by the loss of face-to-face learning, returned to normal school life with a focus on success. The HSC results of Year 12 were reflective of the cohort's expectations and desire to succeed. Year 12 students always remained positive and focused in a year of crisis.

### Parent Body Message

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

In 2020, the Parents & Friends Association whose membership remains relatively small, was able to have all key executive committee positions filled with enthusiastic members who have been active in fundraising and support activities.

General face-to-face meetings were suspended, however, the Parents and Friends Association was still active during 2020. Grants applied for were successful and will be spent on the installation of shade sails in the courtyard to minimise student exposure to sun and make a more pleasant environment for the students. In planning is the trivia night and other activities to support the upgrade of the school.

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

### Student Body Message

'Have a care for justice and act with integrity;' our school motto proved to be the focus of the St Joseph's Aberdeen community in 2020. Whilst facing the challenging year that was COVID-19, St Joseph's continually rose to the challenges that presented themselves throughout 2020, maintaining social engagement, community action, and involvement in the Maitland-Newcastle Diocese. When students were presented with opportunities in all aspects of school life, whether from the classroom to the stage or the sporting field, our St Joseph's community rallied to make the most of these occasions, utilising their skills to the best of their ability, sustaining the St Joseph's Motto in a year that provided many uncertainties.

Student leadership took off in leaps, bounds and hurdles throughout 2020. With the support of the Where There's a Will Foundation, four Senior students flew to Adelaide in March to gain skills, knowledge, and leadership techniques to bring back to our school community. The year 2020 relied heavily on student leadership in times of uncertainty and the skills which were developed in Adelaide were of great benefit to the school community. These skills allowed students to shine a light for true leadership in difficult circumstances, and to step up and assist those struggling in the community.

A year of growth was evident in 2020, and a time to welcome new community members into our school with open arms. Whilst social distancing made this challenging, the ongoing support of teachers and senior students allowed for an effortless transition for new students. Through these uncertain times staff, students and parents upheld justice, love, care and compassion in our rural community at St Joseph's High School, Aberdeen.

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## School Features

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### **History of the School**

St Joseph's High School traces its origins to 1896 when the Upper Hunter's Catholic educational culture began in Aberdeen. Four Josephite sisters from Lochinvar were sent on a mission to the school's current site to begin a primary school. Public transport for students was essentially non-existent, so a small number of boys began boarding at the Convent. Over time, the boarder population increased, and this required the building of specialised boarding facilities. For most of its history, St Joseph's was a boarding school for primary school-aged boys, and it also served as the local area's Catholic co-education primary school. 1971 saw the closure of the primary school, and the subsequent transformation of St Joseph's, in 1972, into a regional high school with the brief of serving the educational needs of the Upper Hunter Catholic community. From this time St Joseph's has continued to grow and evolve. The school has undergone multiple building programs with an emphasis on information technology and trade training facilities. A legacy of the boarding school that is especially enjoyed is the school pool and farm.

### **Location/Drawing Area**

Located in the heart of the Upper Hunter, the school is part of the traditional country of the Wanaruah and Kamilaroi people. Aberdeen is part of the Upper Hunter Shire and the Muswellbrook Parish community. St Joseph's accepts students of both genders from Years 7-12, from areas covered by the Parishes of Denman, Merriwa, Muswellbrook, Scone and Murrurundi. St Joseph's High School is situated within the small town of Aberdeen which is a village of approximately 2000 people. Aberdeen is at the centre of the Upper Hunter region where students travel from Muswellbrook in the south, Murrurundi in the north, and Merriwa in the West. The region is noted for its strong primary industries of cattle, wool, vineyards and horse breeding, as well as coal mining and electricity production.

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## Student Profile

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### Student Enrolment

The High School caters for students in Years 7 – 12. Students attending this High School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
301	331	33	632

\* 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 89.63%. 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
92.73	89.79	88.31	88.53	89.20	89.22

## Managing Student Non-Attendance

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

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

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

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

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

## Student Retention Rate

Of the students who completed Year 10 in 2018, 62% 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).

<b>Senior secondary outcomes 2020</b>	
% of students undertaking vocational training or training in a trade during the senior years of schooling	22 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100 %

### Post School Destinations

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

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

- University or other further study - 57%
- Defence Force - 1%
- Employment - 38%
- Gap Year - 4%



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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	86
Number of full time teaching staff	51
Number of part time teaching staff	12
Number of non-teaching staff	23

### Total number of teaching staff by NESA category

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

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

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

### Professional Learning

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

## Summary of professional learning at this school

A wide variety of professional development was undertaken by staff to complement their current skills. Much of the professional development was delivered online due to Covid-19 restrictions.

The priorities for professional learning included:

- Understanding & Supporting Behaviours
- Child Protection Training
- HSC Marking
- SKLAN Meetings
- Faith Story Witness
- HSC Analysis
- Secondary RAP Analysis
- Early Career Teachers Induction
- Principal and Assistant Principal Assembly Days
- Managing Challenging Behaviours
- Mental Health First Aid
- Tech Talk Training
- K-Bit Training
- Secondary Pedagogical Mentors Induction
- Good Governance
- Gifted Education Lead Schools Training
- Learning Support PD
- Aspire Music Toolbox
- Aboriginal Catholic Ministry Day
- Orientation to Teacher Accreditation
- First Aid
- Gifted Education Mentor Networking Day
- NAPLAN Online Training
- Macqlit Training
- Big Write & VCOP Training
- VET Metal Syllabus Writing Day
- Love Bites Facilitator Training
- HSC Major Projects Marking Training
- Certificate II Hospitality Kitchen Operations
- Art Educators Conference
- Experienced Secondary Teachers' Retreat
- Best Start Assessment Training
- Smarter Stronger
- Mentor/Mentee Training Day
- Doorways Reflection Day

- PD/H/PE Conference
- Studies in Catholic Thought
- Aboriginal Education
- Differentiation
- Mathematics in Trade Implementation Workshop
- Leading from the Middle - Impact Leadership
- Leading for Learning and Impact Program
- Judaism - Streams - Bioethics
- Enrich, Learn, Teach & Grow Workshop
- Seasons for Growth
- Fundamentals of Coaching Practice

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## Catholic Identity and Mission

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

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

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

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

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

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

(Catholic Schools at a Crossroads, 2007)

### **Catholic Imagination and Spirituality**

St Joseph's High School is a regional Catholic co-educational school serving the five parishes in the Upper Hunter. Inspired by the spirituality of the Sisters of St Joseph who founded the school in 1896, the school gives a high priority to addressing the needs of the disadvantaged in the community, frequently reminding students of Mary MacKillop's words, "Never see a need without trying to do something about it." All school assemblies, meetings and special events begin with formal prayer. Each day the school stops for its 'MacKillop Moments' where everyone pauses for five minutes around midday for reflection and prayer.

### **Christian Discipleship**

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

### **Religious Education and Curriculum**

The classroom teaching of Religion promotes an understanding of Catholic beliefs and practices in the context of providing Religious Literacy and aims to incorporate content with the same demands, creativity and rigour of other Key Learning Areas. There is an emphasis

on active learning and creative pedagogy so that students can access learning at a variety of levels and through a range of learning modes.

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## Curriculum, Learning and Teaching

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### Secondary Curriculum

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

In 2020, the staff participated in an Online Training Course "Understanding and Supporting Behaviours" which aimed to build and strengthen the capacity of teachers to identify and respond to the personalised learning and behaviour support needs of students. The course looked at the perception that difficult behaviour will depend on the person, the situation and the developmental stage of the student, of theories and perspectives on behaviour and that both external and internal influences can lead to inappropriate behaviour, and how genuine and consistent relationships can positively influence student behaviour.

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## Student Performance in Tests and Examinations

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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 High School's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

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

In 2020 three students achieved an ATAR over 90 in the Higher School Certificate. The top student gained an ATAR of 95.3. A total of five Band 6 and one Band E4 was achieved in the subjects of Community and Family Studies, Personal Development Health and Physical Education, Legal Studies, Advanced Mathematics and Mathematics Extension 1.

Considering the potential impact that COVID-19 could have had on this cohort, with a term of their learning being remote, the results from this HSC group was comparable with previous years. This is a testament to the students' resilience and teachers' dedication to all students achieving their potential and reaching their personal career goals.

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

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2018		2019		2020	
	School	State	School	State	School	State
Biology	8 %	37 %	14 %	32 %	10 %	31 %
Chemistry	33 %	42 %	0 %	46 %	25 %	43 %
Community & Family Studie	67 %	29 %	50 %	37 %	100 %	34 %
Construction Exam	-	-	0 %	26 %	100 %	42 %
English (Advanced)	64 %	63 %	24 %	62 %	53 %	63 %
English (Standard)	9 %	15 %	0 %	12 %	8 %	12 %
English Studies Exam	-	-	0 %	0 %	0 %	0 %
Japanese Continuers	0 %	61 %	0 %	60 %	100 %	56 %
Mathematics Advanced	-	-	-	-	36 %	53 %
Mathematics Extension 1	0 %	80 %	25 %	80 %	100 %	75 %
Mathematics Standard 1 ex	-	-	33 %	18 %	50 %	16 %
Mathematics Standard 2	-	-	8 %	24 %	18 %	25 %
Modern History	22 %	42 %	13 %	40 %	17 %	37 %
Music 1	100 %	65 %	100 %	66 %	100 %	64 %
Physics	0 %	34 %	0 %	37 %	8 %	41 %
Studies of Religion I	19 %	37 %	20 %	46 %	33 %	44 %
Studies of Religion II	33 %	41 %	50 %	45 %	14 %	44 %

### 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 34.



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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

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

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

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

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

There were no changes to the policy in 2020.

### Behaviour Management and Student Discipline Policy

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

### Anti-Bullying Policy

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

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

### [Complaints Handling Policy](#)

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

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

### [Initiatives promoting respect and responsibility](#)

St Joseph's has as its school motto: "Have a care for justice, act with integrity," and that statement informs all our school priorities. Unfortunately, due to COVID restrictions throughout 2020 our regular whole school and community initiatives were heavily impacted. However, the Leadership Team and all staff reflected creativity in designing alternative programs and processes. Prior to restrictions, four senior students attended the National Youth Leadership Summit in Adelaide and returned to work collaboratively online with other students in the area to design and deliver wellbeing initiatives in their schools.

Student voice was represented throughout the year in the form of surveys to direct future wellbeing initiatives; including a whole school 'post-online learning' survey which highlighted the strong need for social interaction with their peers and teachers. Stage Assemblies and Wellbeing Lessons focused heavily on reflection and hope for the future.

The pastoral care for all staff and students was the priority of 2020, and this was reflected through daily check-ins with staff teams and students, Zoom counselling sessions with school counsellors, Wellbeing and Religion lessons, and stage-based activities were underpinned by prioritising perspective, gratitude, love, perseverance, justice, and faith. The strong Josephite tradition of respect and responsibility is promoted by teachers for students.

Other modified key events included the continuation of the annual Vinnies Christmas Appeal, Caritas Lent Appeal, Pink Shirt Day, RUOK Day, National Positive Education Day, Catholic Schools Week, Retreats and Reflection Days, Stage-based Liturgies, and Weekly Prayer and Reflection for staff.

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## School Improvement

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

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

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

### Key Improvements Achieved

The St Joseph's Annual School Improvement Plan in 2020 was not fully implemented due to the restrictions placed upon us by COVID-19. However, we did endeavour to continue with our plans to the best of our capabilities. The remote teaching from home, social distancing requirements plus restrictions on visitors to the school did not allow for much of the planned professional learning to take place.

One of our key goals in 2020 was to develop and nurture a school culture that promotes a belief that every student is capable of successful learning in a learning environment that is safe, respectful, tolerant, inclusive and promotes intellectual rigour. The staff did engage in Online Training with the Catholic Schools Office on the topic 'Understanding and Supporting Behaviours'. This was training designed to assist staff in developing positive learning goals for our students and gain a better understanding of how students learn best. The online training was very successful, and we will continue this journey in 2021 to further develop a common language for both staff and students about the students learning goals and progress.

### Priority Key Improvements for Next Year

The St Joseph's Annual School Improvement Plan for 2021 is a continuation of the 2020 Plan goals not achieved in 2020 due to COVID-19. In addition, staff have elected to focus our development on a culture of improvement through evidence-based practice and collaboration. In 2021 we will start our journey working with the Catholic Schools Office and

other schools in the diocese with 'Clarity, What Matters MOST in Learning, Teaching and Leading' by Lyn Sharratt.

'Clarity' tells us that the collection and analysis of data on student engagement and learning is the key ensuring staff have a shared responsibility, accountability and understanding that all students can achieve and how we can achieve that collectively through collaboration. As a staff cohort we will strive to implement the teachings of Lyn Sharratt starting in 2021.

Another school key improvement which did not eventuate as planned due to COVID-19 restrictions was the increased participation in Parish Primary School Masses and regular whole school Mass celebrations. We will endeavour to continue with this initiative in 2021.

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## Community Satisfaction

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

### Parent satisfaction

St Joseph's High School strives to maintain a close relationship with its parent community. The school organises a number of parent information evenings and other formal meetings to advise parents of issues such as assessments and uniform consultations. Parents are invited to visit the school to meet with teachers and leaders, as well as the School Executive Team. In 2020, there was limited opportunity for parents to come on school grounds for meetings. Parents had the opportunity to meet with their child's teachers via online technology. The consistent message from parents is that they feel welcome at the school and are provided with opportunities to express their opinions and assist in the organisation of the school. This is reflected in the level of school enrolments which continue to rise steadily.

### Student satisfaction

St Joseph's High School focuses on all forms of leadership, striving to create an environment where student leadership can flourish in all aspects of the school community. With over seventy leadership positions available to students, opportunities for creating principles for students to lead with pride, dignity and unveiling truth are plentiful. Steward Leadership was at the very heart of students who obtained leadership positions throughout 2020, creating an atmosphere where leaders were grounded and able to put the community before themselves. This was evident through the planning of 2021 InterActs, participation in the school cross-country carnival, and the ongoing urge to celebrate and gather as a community throughout challenging times caused by COVID-19.

School based representation of the student body was successfully achieved through the ongoing work of the SRC. Through evaluation at fortnightly meetings, it was evident students were satisfied. In a time when students were unable to meet face-to-face, communication via Zoom, emails and Microsoft Teams became more important than ever, creating a platform to allow the SRC to persevere through 2020 and continually lead and act as representatives for their peers.

In the 2020 school year we faced challenges, headaches and stress. However, following in the footsteps of St Mary MacKillop and her adage, "*Never see a need without doing something about it,*" we were able to successfully foster the potential for all students and staff.

### Teacher satisfaction

The teaching staff at St Joseph's High School are a passionate and hard-working group of professionals, who are motivated by the holistic growth and development of their students. Morale is consistently high amongst colleagues despite the setbacks faced in 2020. Part of the relatively smooth transition to online learning can be attributed to the support freely given by middle leaders and members of the executive when developing new and innovative ways to deliver lessons. Upon returning from lockdown, staff engaged more frequently in cross-curricular discussion, drawing on the experience of those considered as 'Knowledgeable Others' within the school setting.

Our Leaders of Wellbeing together with the Wellbeing Mentor implemented a variety of staff and student wellbeing-centred initiatives/programs that have enhanced the working relationship between both teachers and students. Staff welcomed these initiatives collectively and see it as an opportunity to further develop a rapport with students in a context that exists outside the traditional classroom setting. Additionally, teachers celebrate each other's successes during staff gatherings and acknowledge their efforts through 'Certificates of Gratitude' in an effort to promote peer wellbeing and self-esteem.

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## Financial Statement

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This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2020 year is detailed below:

<b>Recurrent and Capital Income 2020</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$8,150,351
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$2,342,119
Fees and Private Income <sup>4</sup>	\$2,255,210
Interest Subsidy Grants	\$1,798
Other Capital Income <sup>5</sup>	\$458,293
<b>Total Income</b>	<b>\$13,207,771</b>

<b>Recurrent and Capital Expenditure 2020</b>	
Capital Expenditure <sup>6</sup>	\$3,958
Salaries and Related Expenses <sup>7</sup>	\$9,225,917
Non-Salary Expenses <sup>8</sup>	\$3,441,966
<b>Total Expenditure</b>	<b>\$12,671,841</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2020 REPORT