

# 2021

## ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE *Together in Christ*



### St Joseph's High School

Segenhoe Street, ABERDEEN 2336

Principal: Robert Holstein

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

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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

St Joseph's High School 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 school 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 school values and promotes the importance of spiritual, personal and academic growth and promotes wellbeing as the basis of our Pastoral Framework.

The school 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 and staff and students have proven time and again in 2021 that they are resilient learners with strong connections to community. I am proud of the high level of commitment our staff bring to their teaching. There are numerous ways in which students seeking extra help or extension can link into extra teaching time; both after school and during school breaks. At all times, our staff go above and beyond of what is expected in the classroom to ensure our students are well-prepared, engaged citizens as they leave the comfort of school.

### 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. In 2021, 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 continued to be suspended, however the Parents and Friends Association was still active during 2021. Grants continued to be sought and the installation of shade sails is in progress in the courtyard to minimise student exposure to sun and make a more pleasant environment for the students. The deferred trivia night and other activities to support the upgrade of the school are in planning for 2022. 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

The school motto 'Have a care for justice; act with integrity' was displayed by students during 2021. Students expressed their caring nature and integrity through the support of fundraising opportunities, including the St Vincent de Paul 'Sleepout' and the donation of Christmas hampers. Students acted with integrity and demonstrated exemplary behaviour, gaining the respect of their peers and staff. In the classroom, playground, stage, or sporting field, they represented the school by upholding school values.

Despite challenges, students consistently engaged with their learning at home and at school. In 2021, there was a vast range of leadership opportunities available to students. In particular, the Where There's a Will Foundation funded four students to attend the National Student Leadership Summit in Adelaide. The Student Leadership Team then held a summit for students (Years 10-11) to develop leadership skills and strategies.

The collaboration between the Student Representative Council and the Wellbeing Action Team facilitated various wellbeing and Community Day projects. The SRC representatives encouraged students to become involved in all aspects of their schooling. The formation of mentoring and peer support programs were initiated in 2021 with Year 11 students paired with Year 7 students to support their transition into high school, provide advice on school expectations and support their engagement in learning.

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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 2021: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
317	314	28	631

\* 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 2021 was 90.68%. 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
91.54	91.35	89.92	87.21	91.22	92.81

## 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 2019, 51% completed Year 12 in 2021.

## 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 2021</b>	
% of students undertaking vocational training or training in a trade during the senior years of schooling	12 %
% 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 - 57%
- Employment - 29%
- Gap Year - 12%
- Defence Force - 2%

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	81
Number of full time teaching staff	50
Number of part time teaching staff	10
Number of non-teaching staff	21

### Total number of teaching staff by NESA category

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

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

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

### Professional Learning

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

## Summary of professional learning at this school

- Secondary RAP Analysis Days
- Digital Innovation & Learning
- Leading for Learning & Impact Program
- Leading Learning Collaborative
- Parents & Schools Working Together
- Clarity with Lyn Sharratt
- Faculty SKLANS
- Behaviour Management
- Mental Health First Aid Refresher Training
- Ministry Coordinators Day
- Assistant Principal Assembly Days
- Faith, Story, Witness
- Vision & Mission Statement
- Faculty Curriculum Focus Days
- Leadership in Wellbeing & Student Engagement
- Pedagogy, Planning & Programming
- Understanding & Supporting Behaviour
- Teacher Talk
- Curriculum Development
- Early Career Teachers - Health & Wellbeing
- Impact Cycle for Secondary Leaders of Pedagogy
- Impact Cycle for Principals
- Accreditation Mentor Meetings
- Best Start Analyse, Action, Access
- CPR & First Aid
- Aboriginal Catholic Ministry
- Mental Health for Suicidal Persons
- Good to Great Principals
- Secondary Pedagogical Mentors Day
- NESA Curriculum Advisory
- Religious Education in the Catholic System
- LGBTQIA+ Inclusivity Training for Working with Youth
- GEM Action Research Summit
- Macqlit
- Compass School Lead Teacher Meetings
- NAPLAN Online Training
- HSC Analysis Days
- RSC Network Meetings
- Learning Support K-12
- 'Uluru Statement of the Heart'

- 'N' Determination Workshop
- Synod Reflection Gathering
- VET Subjects Network Days
- Bell Shakespeare National Teacher Conference
- Theory for HSC Physics Teachers
- Practicals & Depth Studies for Biology Teachers
- Theory for HSC Biology Teachers
- Studies in Catholic Thought Workshop
- Gifted Education Mentor Network Day
- Meet the Markers - Biology Reflective
- STANSW Stage 6 Conference
- ALIA Technician's Symposium
- Year 9 RE Curriculum Workshops
- Science & Agriculture Programming Days
- Diocesan Aboriginal Education Assembly
- Aboriginal Working Party
- ASPIRE Song Writing Workshop
- HALT Accreditation Meetings
- Building an Understanding of the EA

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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 is usually followed by a family BBQ and 'Get to Know the Teachers' activity (this could not happen in 2021 due to Covid). 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. Students in Years 11 and 12 participate in a three-day Retreat program.

### **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.

Students in Year 9 have commenced a new curriculum with focus on enquiry-based learning allowing the students the opportunity to explore their own spirituality and religious beliefs while answering some big questions throughout their learning. The course allows for students to take ownership of where they are in their faith journey with staff guiding the learning opportunities of students.

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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.

Digital technologies in the classroom became our greatest learning tool in the pandemic classroom and both staff and students adapted to both digital and remote learning. The BYOD program of previous years placed the school in an excellent position to cope with the challenges of home learning. Staff used the Compass learning management system to deliver lesson plan outlines each day, Microsoft OneNote to collaborate with teachers and other students and Microsoft Teams as the communication tool in the digital classroom.

Whole staff professional learning in 2021 was focused on data analysis and interpretation using NAPLAN data as our initial focal point. Staff learnt how to use data to inform and develop their teaching practice to improve student learning outcomes. Our Pedagogical Mentor coached staff to look closely at the data and make informed decisions about the learning needs of their students.

Designing and implementing the eight ways symbols for learning into teaching programs to support our Aboriginal and Torres Strait Islander students was a focus in 2021. Our Aboriginal Support Teacher provided staff with the opportunity to develop their understanding of the Aboriginal and Torres Strait Islander people in our local community, their culture and history.

New subjects offered in 2021 included Photography, Video and Digital Imaging in senior years and Photographic and Digital Media in junior years offered by the Creative Arts faculty, Exploring Early Childhood in the senior years offered by the PDHPE faculty as well as Industrial Technology - Engineering for the junior students offered by the TAS faculty.

Several students completed work-placed traineeships in conjunction with their Higher School Certificate in the areas of Hospitality, Retail and Human Services. Students also completed External TAFE Courses in Electrotechnology, Automotive and Child Services as part of their Higher School Certificate study pathway.

## Student Performance in Tests and Examinations

### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	22%	26%	27%	22%
	Reading	20%	28%	21%	17%
	Writing	16%	20%	22%	25%
	Spelling	23%	32%	14%	15%
	Numeracy	27%	33%	14%	17%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	14%	19%	31%	27%
	Reading	18%	21%	26%	24%
	Writing	11%	14%	38%	36%
	Spelling	10%	21%	22%	22%
	Numeracy	18%	22%	7%	18%

## 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%.

Year 12 2021 was a small cohort compared with other years due to the large percentage of students who were trade oriented and secured employment prior to completing the Higher School Certificate. The students of 2021 were impacted by Covid for the two years of their senior studies. However, most importantly, students achieved the results they desired to enable them to fulfil their post-school ambitions.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2019		2020		2021	
	School	State	School	State	School	State
Agriculture	0 %	31 %	17 %	39 %	57 %	34 %
Chemistry	0 %	46 %	25 %	43 %	0 %	40 %
English (Advanced)	24 %	62 %	53 %	63 %	36 %	69 %
English (Standard)	0 %	12 %	8 %	12 %	3 %	17 %
Industrial Technology	0 %	22 %	14 %	24 %	100 %	25 %
Legal Studies	75 %	42 %	50 %	40 %	43 %	42 %
Mathematics Standard 2	8 %	24 %	18 %	25 %	6 %	25 %
Modern History	13 %	40 %	17 %	37 %	10 %	38 %
Music 1	100 %	66 %	100 %	64 %	83 %	64 %
Studies of Religion I	20 %	46 %	33 %	44 %	7 %	42 %
Visual Arts	83 %	63 %	63 %	65 %	100 %	63 %

## 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 2021, the number of students issued with a RoSA was 32.

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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 2021.

### 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 2021 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.

In March, four senior students attended the National Youth Leadership Summit in Adelaide and returned to work collaboratively 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 and increased collaboration with SRC and Student Wellbeing Leaders to direct future student-led wellbeing initiatives; including Community Days during Wellbeing Weeks.

Wellbeing Weeks occurred in Week 7 each term and primarily focused on key elements of Wellbeing and Catholic Social Teaching. Wellbeing Weeks concluded with a student led Community Day raising awareness and funds for a variety of charities, with an emphasis on those sponsored by our Catholic faith. One example of this was the Year 12 facilitated Vinnies Sleepout where over \$12,000 was raised for Vinnies Homeless Services.

The pastoral care for all staff and students remained a priority of 2021, 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

In 2021 we commenced our commitment to reinvigorate the school's Vision and Mission Statements to align with current core values of the school underpinning the pastoral care of our students and the Josephite charism as well as aligning to the Vision and Mission of the Maitland-Newcastle Diocese. The development of our new Vision and Mission Statement will incorporate consultation both within the school and the wider community.

The Diocesan commitment to embracing the teachings of Lyn Sharratt's 'Clarity' influenced our review and development of how we use, interpret and analyse student data to not only evaluate student performance but also to inform and modify our teaching practice. Much of our professional development time in 2021 was dedicated to the analysis of data such as NAPLAN and RAP with a whole school approach to better understanding of student achievement and assessment strategies that can be developed to measure learning goals.

### Priority Key Improvements for Next Year

In 2022, we will continue our 'Clarity' journey by formally implementing the Case Management Meetings with a focus on Year 8 2022. We will use Data Walls as evidence of the learning progression of Year 8 students and then develop teaching strategies and practices to improve learning goals for targeted students.

A focus on cross curricula literacy skills, in particular writing skills, will be a focus for 2022. Assisting staff to understand the Australian Core Skills Framework with a goal to help our

students achieve the minimum writing skills required both for NAPLAN and HSC Minimum Standards tests.

Staff professional learning teams will be set up using the expertise of our leadership team to deliver professional development in a variety of areas such as Aboriginal learning, gifted education, wellbeing and pastoral care, teacher accreditation, differentiation and life skills and ICT. Our focus will be on targeting professional learning that gives staff choice and control of their professional learning needs.

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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 2021, there was limited opportunity for parents to come on school grounds for meetings. Parents had the opportunity to meet with their child's teachers, P&F meetings, award ceremonies etc 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

The level of student satisfaction within the school was collected from the support of student leaders. Student leadership forms a large part of St Joseph's High School's identity and is a significant focus for developing student potential. Leadership positions include the Student Representative Council, the Wellbeing Action Team and Prefects. The Student Representative Council worked together to relay the student voice and the satisfaction of students during fortnightly meetings. From the regular meetings with student leaders and feedback from the whole school community, it was evident that throughout 2021, students were satisfied overall with school life at St Joseph's. Students were content in areas of school and community engagement, such as leadership days and fundraising opportunities.

High attendance rates of students at Reflection Days demonstrated the student's eagerness to engage with their peers and provided valuable feedback regarding the opinions of students. Positive feedback included a strong focus on the mental health of staff and students. Interviews conducted across a range of students revealed a high level of student satisfaction in relation to the reflection days. The combination of fun activities and chances

for spiritual nourishment were relished by all year groups during their respective Reflection Days in 2021.

### Teacher satisfaction

2021 has presented numerous challenges for the teaching staff of St Joseph's High School. Whilst morale and collegiality was generally quite high, the conditions and workload have continued to shift following the effects of an extended period of home learning, natural disasters and staffing concerns.

On the whole, staff maintained a degree of flexibility and capably adapted to the nature of the teaching and learning environment. Most staff indicated that they were able to reflect on the practices that they implemented for home learning in 2020 and streamline it to suit their specific digital classroom needs. Some initial difficulty was faced by staff when students returned from lockdown. Many had varying degrees of classwork completed requiring some form of revision. Whilst others, combined with the staggered start for students from different localities, meant that there were extended disruptions to student learning throughout the first few weeks of Term 4.

Challenges aside, staff made a conscious effort to look ahead to 2022 and commenced planning for their own professional goals. Primarily, this was a refocusing on 'Clarity' and its integration into our classroom practices and pedagogy. In addition, The Wellbeing Team continued to build upon their wholistic approach with the continued integration of Positive Education throughout the school community. Ultimately, this helped to galvanise relations between staff and students in what was otherwise a disruptive year for student learning.

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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 2021 year is detailed below:

<b>Recurrent and Capital Income 2021</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$8,602,982
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$2,465,873
Fees and Private Income <sup>4</sup>	\$2,345,486
Interest Subsidy Grants	\$946
Other Capital Income <sup>5</sup>	\$650,156
<b>Total Income</b>	<b>\$14,065,443</b>

<b>Recurrent and Capital Expenditure 2021</b>	
Capital Expenditure <sup>6</sup>	\$213,826
Salaries and Related Expenses <sup>7</sup>	\$9,519,817
Non-Salary Expenses <sup>8</sup>	\$3,501,058
<b>Total Expenditure</b>	<b>\$13,234,701</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 2021 REPORT