

2021

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE *Together in Christ*



St Joseph's College

New England Highway, LOCHINVAR 2321

Principal: Patricia Hales

Web: <http://www.lochinvarsj.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

St Joseph's College motto 'Strength in Difficulties' has been embraced even more by students and staff over the last 12 months. This motto together with our 'Growth' watermark guides both our staff and students in seeking to be the best we can be. Our participation in the Leading Learning Collaborative – a partnership between the Diocese and Dr Lyn Sharratt has enabled us to focus on the 14 parameters especially our shared beliefs and understandings and shared responsibility and accountability and focus explicitly on our School Improvement Goals including the embedding of our General Capabilities Framework in Year 7 and an interdisciplinary approach to learning and assessment and deep data analysis as well as offering the opportunity for authentic, collaborative, professional learning for staff through our Josephite Assembly Groups – JAG sessions each week.

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 actively supports this growth through positive wellbeing. In 2021 two additional Leaders of Wellbeing and Pastoral Care worked across Stages 4 and 5 to further support students and to develop a comprehensive Learning Mentor Program which is delivered three times per week for students from Years 7-12. In addition our FLEXI Learning program grew in strength and demonstrated the power of positive engagement in a range of activities linked to student interest. FLEXI enables the building of relationships across cohorts and with teachers that a student may not encounter during their timetable. The college continues to offer a broad curriculum and this is particularly evident in the senior school which has doubled in number over the past two years. Subjects from every KLA are available including Extension subjects, and VET as well as a number of School Based Apprenticeships in collaboration with Hunter New England Health and St Nicholas Early Education. Students continue to excel personally and as a collective in a variety of different fields including selection in state teams, participation in the Virtual Academy – a gifted education program and results in external examinations including first in the Diocese in the Religious Literacy Examination.

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 2021, 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 2021 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 and Heritage Centre.

Due to ongoing COVID 19 restrictions, there was minimal face to face interaction with Parents in 2021, however, we were able to conduct information evenings and parent teacher meetings via online platforms. Many co-curricular programs that operated outside of the classroom were reduced to cohort gatherings in line with Health Requirements and some were cancelled. With COVID Safe Plans in place we were fortunate to be able to conduct some special school events. In Term 4 we were able to conduct a restricted Year 12 Graduation and 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 2021: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
478	453	39	931

* 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 87.21%. 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
89.41	86.87	85.84	83.07	88.08	89.99

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 2019, 75%% 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).

Senior secondary outcomes 2021	
% of students undertaking vocational training or training in a trade during the senior years of schooling	49% %
% 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.

University - 50%

TAFE - 6.5%

RTO / Institution - 4.8%

Employment - 19.4%

Apprenticeship / Traineeship - 11.3%

Unknown - 8%

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	110
Number of full time teaching staff	68
Number of part time teaching staff	13
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 2021 was focused on Catholic Formation and Mission – specifically on training of facilitators and small group leaders for our Retreat and Formation Programs; development of pedagogies to support the Studies in Catholic Thought Stage 6 Religious and the development of programs for the new Stage 5 Religion Course as well as supporting new staff to complete the Faith, Story Witness module under the Work, Teach, Lead Accreditation Framework.

Teaching and Learning – the main focus for 2021 was the Leading Learning Collaborative a joint venture between Dr Lynn Sharratt and the Diocese based on her research and instruction represented in the book ‘Clarity’. 16 staff attended two days with Dr Sharratt and these staff then planned and delivered a staff professional learning day as well as a series of workshops throughout the year. The professional learning focus was on developing an understanding of the 14 Parameters, Data Collection and representation, Learning Intentions and Success Criteria. In addition, there was a continued focus on rich data analysis – HSC and other measures such as CoGat and PAT. Due to the ongoing challenges of COVID, staff continued to develop their capacity in relation to Learning Management Systems and programs to digitise learning and artefacts of learning as methodologies to engage students in their learning. There was also a continuation of development in relation to Assessment and the proposed new NSW curriculum.

Wellbeing & Partnerships – a significant aspect of staff professional learning was on supporting and understanding student mental health, especially in light of the impact of COVID. There was also a deepening of understanding and collaboration in relation logical consequences in student management; strategies to develop learning based on Positive Education and Wellbeing; and strategies to case manage students.

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. This was validated during the External Review that was conducted by an independent panel in 2021. The panel commended the college on “The overarching and deep sense of community and relationship the College acknowledges as an embedded and valued part of the Catholic identity of the College; the consistency of the message about the importance of Catholic identity across all aspects of College life; the quality of the College Ministry Framework - a document which provides a framework for the strategic direction of the College; the high level of commitment to formation by the College leadership.”

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 2021, even though there were continued disruptions due to COVID 19 and we were not always able to proceed with plans or had to be adaptable and flexible, prayer, formation and celebration of our Catholic rituals were still critical elements that remained at the forefront of our school life. This was evident through engagement in digital 3 minute retreats; high attendance at prayer opportunities offered outside of school hours; high attendance at retreats, class visits to our Chapel, commitment to social justice led by the MacKillop Team

The ‘tone’ of the school reflects a school-wide commitment to maintaining 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. These 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. Each year the Sisters lead a Josephite Induction for new staff to support their understanding of the charism and staff are also encouraged to attend the Faith, Story Witness formation module offered by the Religion & Spirituality Services, CSO. Student Leaders work closely with our Leader of Ministry and members of staff to support them in their capacity to lead students in prayer and mission and to build their understanding of their role in supporting the Catholic identity of the college – their student voice lends authenticity to the mission of service and justice.

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 2021 the College joined the Leading Learning Collaborative as part of the Catholic Schools Office partnership with noted educator Dr Lynn Sharratt. This work has been integral to student learning with 5 key questions consistently posed for students to reflect on their learning – What are you learning? How are you doing? How do you know? How can you improve? As well as the development of Learning Intentions and Success Criteria – in effect 'I can' statements. Part of the work of the LLC has been to review our assessment practices since during the pandemic, assessment and the 'why and how' has emerged as a priority for staff, students and parents. A pilot of Formative Tasks across Year 7 has been very successful, with staff using the COMPASS Platform to create, issue, engage and feedback.

Leaders of Learning, together with the members of their faculties have continued to work with our Pedagogical Mentor to analyse data and use data to determine priorities in Literacy and Numeracy – this was particularly important when the Government's COVID Intensive Learning Support Funding Package was made available and the college was able to target students who would benefit from more individualised or small group support. Despite COVID disruptions, data from the program indicates that students not only improved their skill level but their confidence as well. The impact of the pandemic was evident in 2021 HSC results, however, despite the challenges, reflected the determination of students to achieve with the majority of students receiving early guaranteed entry to their course of choice and 25% of the cohort on the Distinguished Achievers List. Students in the 2021 HSC Cohort were recognised by the Diocese with Academic Awards for First in Course in the Diocese – subjects included Biology, Software Design and Development, Mathematics Standard 1, Human Services, VET Entertainment and Hospitality.

Digital Innovation and Technologies

The role of our Leader of Digital Innovation and Learning is integral to teaching and learning across all stages and supports skill development and integration of technology. Staff have become expert in using the Compass Learning Management System to make lessons visible to students and parents and enable continuity of learning when students are affected by

COVID. A variety of other technologies are used by staff and students for engagement and reflection including digital exit tickets, feedback forms, polls, questionnaires and forms. Increasingly students are curating their work via digital platforms and the BYOD program supports this development. Staff have become adept at utilising a variety of digital technologies for their own learning and collaboration notable the use of Microsoft Teams as a platform especially for our Leading Learning Collaborative.

Gifted Education and Enrichment

In 2021, our Gifted Education Mentor continued to support staff in their professional learning especially in understanding differentiation to support talented and gifted students as well as working with the Diocesan Virtual Academy, a space where students can work on personal passion projects. Data was also a focus for our GEM, analysing CoGAT and PAT data and working in tandem with our Pedagogical Mentor and Leaders of Learning as a knowledgeable other.

In 2021, students in Year 10 Mathematics were given the opportunity to accelerate and 19 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 2022, 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 2021, we continued to offer the opportunity for students to enrol in Stage 6 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 2021, 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 and 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 and 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 and 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 Business 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

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	20%	26%	24%	22%
	Reading	14%	28%	24%	17%
	Writing	21%	20%	28%	25%
	Spelling	21%	32%	17%	15%
	Numeracy	16%	33%	21%	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	10%	19%	38%	27%
	Reading	10%	21%	34%	24%
	Writing	11%	14%	42%	36%
	Spelling	9%	21%	27%	22%
	Numeracy	14%	22%	23%	18%

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%.

2021 was the third year that St Joseph's had a cohort sit for the HSC. This cohort were impacted even more than the previous year as COVID significantly disrupted their learning in both the Preliminary and HSC Course. Given the impact of COVID on this cohort the results were excellent overall with 70% of subjects above State average. Of particular note were the following achievements of the 2020 HSC cohort -

13 mentions on the Distinguished Achievers List

6 First in Course in the Diocese

In just under 50% of the courses with HSC examinations the cohort was above State Average

Based on the DeCourcy Analysis in 70% of courses examined students were in the typical range, with the following subjects 'zooming' that is performing better than typical students

Biology

Business Studies

English Standard

Mathematics Extension 1

Modern History

Studies of Religion 1 and 2 Unit

Visual Arts

It is worth noting that in the three years of delivery of the HSC at St Joseph's Lochinvar Visual Arts results have been outstanding.

Significant improvement was also noted in the Music 1 Course with all students receiving a Band 4 or 5

A significant number of students in the cohort demonstrated substantial learning gains from Year 10 to Year 12 – this was notable given the impact of COVID-19 on two years of senior study. Inability to complete a Trial HSC Examination in face to face conditions was we believe detrimental as students did not have the experience in particular of 3 hour papers.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2019		2020		2021	
	School	State	School	State	School	State
Biology	17 %	32 %	28 %	31 %	30 %	31 %
Community & Family Studie	38 %	37 %	50 %	34 %	28 %	32 %
English (Advanced)	67 %	62 %	47 %	63 %	54 %	69 %
English (Standard)	0 %	12 %	10 %	12 %	7 %	17 %
Geography	-	-	-	-	25 %	44 %
Mathematics Advanced	-	-	36 %	53 %	33 %	50 %
Mathematics Extension 1	25 %	80 %	80 %	75 %	60 %	74 %
Mathematics Extension 2	-	-	100 %	84 %	50 %	87 %
Mathematics Standard 1 ex	100 %	18 %	0 %	16 %	33 %	19 %
Mathematics Standard 2	37 %	24 %	36 %	25 %	21 %	25 %
Music 1	20 %	66 %	75 %	64 %	88 %	64 %
Studies of Religion I	16 %	46 %	50 %	44 %	18 %	42 %
Studies of Religion II	25 %	45 %	40 %	44 %	11 %	46 %
Visual Arts	82 %	63 %	100 %	65 %	83 %	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 288.

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 2021.

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 2021, 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 & Pastoral Care in the College have developed a series of activities to encourage mindfulness, fostering a growth mindset and moments of gratitude. A number of initiatives such as Diversity Week and Sunnyside Up Week, led by College Captains, allowed for a students to promote cultural awareness and 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 these weeks, 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 Yalawa Centre, a 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 2021 after a 12 month implementation, our new timetable model including FLEXI Learning where students in Years 7-10 have 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 has been overwhelmingly successful based on feedback from students, parents and staff. Given that during FLEXI Learning students in Years 11 & 12 have the opportunity to engage in Extension subjects, study or use the time at home with a flexible start time, it is evident that the model has proven to be highly successful. The range of activities for student selection was reduced somewhat due to the COVID Safety Plan they requirement to cohort, however, attendance rates remain high as do participation rates,

The Agriculture Stage 5 and VET Entertainment Stage 6 courses which were introduced in 2020 have now been fully implemented. 100 students are now studying Agriculture and there is a plan to introduce Stage 6 Primary Industries in 2022. An additional staff member has been recruited to teach Agriculture and the College Farm has continued to grow with the expansion of livestock and a plan for the development of a Vineyard. There has been a significant investment in specialist equipment to support VET Entertainment and our Performance Centre has benefited from the resources and the expertise of our VET Students. VET Entertainment students have been, together with their teacher, responsible for live streaming of college events and set up for all college events, not only benefiting the students in terms of their competencies but bringing a greater level of polish and professionalism to all events. Importantly the goal of providing students with a variety of

pathways has been achieved over the last three years as the scope of curriculum offerings has expanded

In 2021 the role of Pedagogical Mentor was supported by the Catholic Schools Office and this together with the COVID Intensive Learning Support Package and Leading Learning Collaborative has brought a greater sense of cohesion in relation to data analysis, high impact teaching strategies as well as a continuous cycle of review in relation to Stage 4 Assessment

COVID lockdown during the traditional HSC Trial Examination period also meant a significant investment in improving the delivery of assessment online via Teams. The conversation regarding assessment was a priority for Leaders of Learning and faculties with case studies of assessment tasks, performance and feedback guiding professional practice and differentiation thus maintaining a focus on improved outcomes through assessment.

Learning Intentions and Success Criteria continued to be a focus for all teachers and students moving towards greater cohesiveness through the use of knowledgeable others and drawing on the Clarity Workshops. Teachers are comfortable with LIs and these are now integral to all units of work; some work has been done on co construction of SC and this will be a focus for 2022 as well as movement to 'I can statements' that assist with differentiation

Learning Walks were introduced with a regular team visiting classrooms and gathering data in relation to Learning Intentions and Success Criteria. The data has formed the basis for goals for 2022 to further engage staff in professional learning and continue to foster in students the responsibility for learning.

The planned development of Student led conferences for Year 7 did not advance as parents were unable to be on site for this experience and it was felt that students needed face to face support for this process to be successful.

Priority Key Improvements for Next Year

The priority areas for 2022 include –

- Development of a Literacy Framework
- Focus on a whole school approach to teaching reading / comprehension
- Implementation of the CSO Wellbeing Framework
- Further engagement with the Leading Learning Collaborative especially in relation to Success Criteria, Learning Walks and the Assessment Waterfall
- Development of Formation Days for Years 7-9

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. Their suggestions are incorporated into planning for and achieving improved outcomes for students. In 2021 the importance of 'Keeping Connected' was again 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 –

- The opportunities and experiences to explore spirituality
- Encouragement of students to participate in social justice activities
- Written information is clear and in plain language
- Teachers have high expectations for all students
- That the school provides clear guidelines for students about expected behaviour
- Students are treated fairly
- Resources and facilities
- Effective leadership

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
- Sense of belonging
- Pride in the school
- Career Advice
- Trust placed in teachers
- Positive relationship with teachers
- Availability and quality of counselling support
- High degree of support from Student Services
- Library facilities and support

- High degree of pastoral care and well being
- Student behaviour in classes

College Captains are active in speaking with the student body and leading initiatives for improvement – one such area is the continuing success of ‘Diversity Week’ and ‘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 which will be fully implemented in 2022.

Teacher satisfaction

Part of the process of engaging with staff in terms of their satisfaction levels is to engage them in the annual Tell Them From Me Survey, feedback forms after professional learning and 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 these methodology we have reliable data 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 –

- Safe and orderly learning environment
- The strong reputation of the school in the local community
- High level of collaborative practice
- Development of high quality Religious education programs
- Teacher conversations that are focused on student progress, achievement, areas for improvement and success – this is seen in the Leading Learning Collaborative Case Management
- Assessment processes and implementation
- Opportunities and experiences provided for students
- Clear expectations and standards set for students and support for teachers in student management
- 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
- Maintenance and provision of facilities
- Strong focus on social justice initiatives

- Community Events to support student wellbeing
- Formal Fridays and Assembly time

In addition to this, 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 2021 year is detailed below:

Recurrent and Capital Income 2021	
Commonwealth Recurrent Grants ¹	\$11,579,701
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$3,263,108
Fees and Private Income ⁴	\$2,957,375
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$876,836
Total Income	\$18,677,020

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$99,898
Salaries and Related Expenses ⁷	\$12,555,521
Non-Salary Expenses ⁸	\$4,518,071
Total Expenditure	\$17,173,490

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