

# 2024

## Annual School Report

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### St Joseph's College

898 New England Highway, LOCHINVAR 2321

Principal: Patricia Hales

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

## About this report

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St Joseph's College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Diocese of Maitland-Newcastle (CDMN). 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 Strategic 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

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### Principal's Message

At the commencement of the 2024 school year, we embraced the theme – ‘Follow Me’ – Journeying which has influenced our prayer and formation experiences in a variety of ways. ‘Follow Me invites an exploration of what it means to be a disciple: “discipleship is about how we live; not just the decisions we make, not just the things we believe, but a state of being.” (Rowan Williams, Being Disciples, 2016).

Each year as we look back on the experiences and opportunities offered to students, we are reminded that our students must find the courage, and the foresight to imagine and create the world as it should be – more compassionate, more equal, and more sustainable. They must unleash their imaginations – the foundational building block for achieving a goal, but they also need to leave their comfort zones to think in new ways, acclimatise to the unfamiliar, and embrace uncertainty. To step out into the deep, trust in the unknown, take risks and consider what is worth investing in for their physical, emotional and spiritual wellbeing. The College Magazine captures the dynamic environment of St Joseph’s – students have represented in sport at Diocesan, State and Australian levels; been involved in the development of our farm and shows; prepared our inaugural Visual Arts Showcase – ‘Emerge’, been engaged in the school musical ‘Fame Junior’, participated in service initiatives; prepared an outstanding ANZAC service which included honouring former student Lance Corporal Jack Patrick Fitzgibbon following his death in a military accident; participating in the Virtual Academy – for Gifted & High Potential students; preparing outstanding projects in subjects such as Industrial Technology with 80% of the HSC candidates having their project nominated for the NESA Shape Exhibition; utilising literacy and numeracy whole school strategies such as TEEEC, CUBE IT and RUCAS; exploring the world of work through VET; participating in community and formation days; engaging in wellbeing activities such as a presentation by Melinda Tankard Reist, Sunnyside Up, RUOK, Harmony Week, National Day against Bullying & Violence, International Women’s Day celebrations and Breakfast Club and exchange trip to Japan.

Diversity, inclusion, growth and identity are integral to the education provided by St Joseph’s and student voice reiterates that students live out our belief that ‘Lochinvar students can do anything’.

### Parent Body Message

St. Joseph’s College Lochinvar has continued to foster an open and respectful relationship with key groups in our community. The College has nurtured respectful relationships with parents and the parish community through a number of different initiatives and projects.

Firstly, the College has maintained a very high level of open communication with parents and care givers, that enables them to be informed of their child's learning progress, activities, sporting and cultural events in addition to variations in school processes. Primarily achieved through Compass updates and College newsletters, updates of events have enabled parents and carers to feel connected to the life of the College. This has also been enhanced with regular updates via our facebook page and the rebirth of the College website. Families and staff who are new to the St. Joseph's community have commented on how accessible the webpage is and how it has help to develop their understanding of our identity.

St. Joseph's has continued to offer a variety of parent engagement sessions throughout 2024. These include but are not limited to the Year 7 Parent Welcome afternoon, Year 11 and 9 Subject Information evening, awards ceremonies and the College Open Afternoon. In addition to these regular events, the College offered a parent engagement session on Growth and Development and also hosted the Melinda Tankard Reist parent night for schools within our cluster area.

St. Joseph's College has maintained an open and positive relationships with our Parish Priest and the Parish community. Through open dialogue and engagement with Father George Anthicad, we continue to have form masses held on site, participate in the Year 12 Mass in Maitland and invite parents and carers to be a part of the year 12 final Mass, Graduation and prayer week.

St. Joseph's College welcomes parental feedback and involvement in relation to the educational, wellbeing and faith development of their child. Therefore, we continue to seek feedback through PEG sessions, pulse check via surveys, meetings, phone calls and emails.

### **Student Body Message**

The St Joseph's community fosters an environment dedicated to the welfare of its students while providing an optimal education that encourages and enables them to achieve their full potential. The three pillars of Strength, Faith, and Hope underpin the foundation of the school community, inspiring all students to operate under the Josephite tradition when approaching their education and performance in society. The St Joseph's College mantra, "Lochinvar students can do anything", encapsulates the aspiration of students to perform at their highest level with the support of their fellow pupils and teachers. The school consistently introduces students to various opportunities, such as work placements and university experiences, that assist them in honing their skills to bring dreams and ambitions to reality.

As a student body member, I believe the positive relationships nurtured between teachers and students have proven essential to the community's welfare, interconnectedness, and education. Initiatives and celebrations such as RU OK Day, NAIDOC week, and Catholic feast days stimulate awareness of welfare and culture while cultivating faith and connections within the community. In essence, St Joseph's College Lochinvar is founded on 'strength in

difficulties', encouraging all community members to strive to achieve their best despite the circumstances and continue to be people united in faith.

## School Features

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St Joseph's College Lochinvar, founded by the Sisters of St Joseph in 1883, is a coeducational 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 closely situated to 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, St Paul's PS Rutherford 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 includes our College Chapel.

In 2024, we were fortunate to have some building works in one area of the school surrounding T-Block, which has now provided a much more open space for our senior students to sit during break times. Another point of note is the shade structure to be built in the Aquin Quad. This will provide greater shelter from the elements, as well as provide outside learning opportunities, adjacent to the Science block.

St. Joseph's continued its long standing tradition of cultural and sporting opportunities. In the sporting pursuits, finishing state finalists for the Opens boys and girls basketball teams, as well as some other strong results in rugby league, touch football, oztag, netball, equestrian and cattle shows as part of our Agricultural program. Cultural highlights include the SJL Art Show, School Musical "Fame" and the Sister School Visit to Japan, where 3 staff and 12 students from years 10-12 visited our Sister School at Japan, Izumigaoka Junior High School. Both staff and students had meaningful opportunities to learn about each other's culture and customs, and further strengthen good will between Japan and Australia in the spirit of peace and prosperity. Students were fortunate to experience a week in the life of the Japanese home of students from the Japanese Junior High School.

# 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 2024: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
504	437	56	941

\* 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 [Enrolment 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 2024 was 85.25%. 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
86.59	84.41	82.87	82.06	87.90	87.67

## 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 Professional Officer for School Enrolment 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.

## 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 2024	
% of students undertaking vocational training or training in a trade during the senior years of schooling	41 %
% 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.



Students explored a number of options for post school pathways, summary as follows:

University - 52%

TAFE - 7%

Work - 11%

Apprenticeships / Traineeships - 7%

Other - 23%

## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	124
Number of full time teaching staff	71
Number of part time teaching staff	16
Number of non-teaching staff	37

### 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 155 teachers
- Provisional 71 teachers
- Proficient 1953 teachers
- 4 Highly Accomplished teacher

Additionally, there are a number of 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.

## 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 educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

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

Our Catholic Identity is reflected in our College's Mission and Vision Statement, which is grounded in the teachings of Christ, enriched by the Josephite tradition, and aims to engage all members of our community in the sharing and fostering of Catholic life. These aspirations are fulfilled in the events and opportunities offered, which are embedded in our College's Vision and Mission Statements, Three Pillars and Josephite Values. Such beliefs and values are inspired by our Josephite charism, which is characterised through our initiatives, celebrations and leadership, "to never see a need without doing something about it" – Mary MacKillop and Fr Julian Tenison Woods.

In 2024 our College integrated the Diocesan theme 'Follow Me', which was inspired by Jesus' call of discipleship to brothers St Peter and St Andrew (Matthew – 4:19). This offer of discipleship is an extended invitation to all baptised Christians, to journey with Him to learn, evangelise and spread His teachings. Our strong commitment to Catholic culture is seen as Christ present in our actions of service, prayer, and ritual, allowing staff and students the opportunity to walk with Christ on their individual faith journey.

Nurturing this relationship, requires a commitment to forming the hearts, minds, and souls of a community through celebrating events, liturgical services and programs. These celebrations in 2024 included monthly Mass, Commissioning of Leaders, St Joseph's Feast Day, Easter, Harmony Week, ANZAC Day, Catholic Schools Week, NADIOC, Feast of Mary MacKillop, Passing of the Light of Leadership, Year 12 Mass of Thanksgiving, Christmas Giving Day, and Advent Liturgy. Furthermore, students engaged in specific formation programs to foster relationships with peers and Christ. Such programs and opportunities included, daily prayer, Year 10 and 12 Retreat, Year 7, 8, 9 and 11 Formation Days, Sisters of

the Holy Family of Nazareth Visit, the MacKillop Team and Catholic Youth (Senior Discussion Group). These were celebrated within our wider community, including the Sisters of St Joseph, members of the Parish (Priests and Youth Co-ordinator), Project Compassion, St Vincent De Paul Society and Catholic Mission, who serve as an integral part directing Christ centred formation.

St Joseph Staff engaged professional opportunities both formal and informal to develop their understanding of the College's Catholic culture and deepen their personal relationship with Christ - including completion of various Accreditation to Work, Teach and Lead programs, Staff Spirituality Day, Staff retreats - Doorways program, a Josephite Induction, prayer and contemplation – conducted prior to Staff Meetings, fortnightly contemplation in the Chapel (Dadirri) and Lectio/Visio Divina during Executive Meetings.

## 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 Key Learning Areas (KLAs) are English, Mathematics, Science, Technological and Applied Studies, Human Society and its Environment, Personal Development, Health and Physical Education, Creative Arts, Languages, and Vocational Education and Training. The Curriculum is structured around the outcomes and content for each KLA and provide multiple opportunities for students to demonstrate their understanding through assessment. The curriculum incorporates a focus on capabilities and priorities, including literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

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 Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

The curriculum is designed to comply with NESA's mandated requirements for NSW Secondary Schools. The offering of Additional Courses of Study in Stage 5 and Senior Courses of Study in Stage 6 is driven by student choice and is reflective of the College's commitment to providing a curriculum that is truly responsive to meeting the expressed needs of students.

Students with diverse learning needs continue to develop in a nurturing environment through the Penola Centre. Learning Support Teachers know their student's needs (emotional, social and academic) and they have in place clearly defined practices to support all their students in accessing the curriculum and completing assessment tasks. differentiation and conduct detailed induction processes for incoming students.

Students from Aboriginal and Torres Strait Islander backgrounds have access to the Yalawa Centre, promoting connection to culture and academic guidance and support. The Yalawa

team provide Personalised Learning Plans for all indigenous students and support a goal orientated framework for students.

The NSW Curriculum Reform was more deeply explored through the development and preparation for new syllabus integration in a range of courses. Integral to the implementation of the new syllabus is the work of the Growth Team who provide mentorship to staff and lead data analysis. There was also a continued focus on analysis of data, base-line testing and the development of students' numeracy and literacy skills to enhance learning across the curriculum. Progressive Assessment Testing was conducted in Adaptive Reading, Mathematics and this year, Science. This will allow for further triangulation of data alongside student Assessment based results, NAPLAN and HSC.

## Student Performance in Tests and Examinations

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### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment Program Literacy and Numeracy (NAPLAN).

NAPLAN is a nationwide measure through which parents/carers, teachers, schools, education authorities, governments and the broader community can determine whether or not young Australians are developing critical literacy and numeracy skills. NAPLAN results allow parents/carers and educators to see how students are progressing in literacy and numeracy over time - individually, as part of their school community, and against national standards. NAPLAN is made up of four domains of:

- reading
- writing
- conventions of language (spelling, grammar and punctuation)
- numeracy.

NAPLAN results are reported against proficiency standards with four levels of achievement to give parents and carers, teachers and schools clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Joseph's College for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	56%	61%
	Reading	62%	67%
	Writing	64%	65%
	Spelling	71%	72%
	Numeracy	63%	67%
NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	50%	55%
	Reading	64%	63%
	Writing	53%	61%
	Spelling	73%	72%
	Numeracy	66%	63%

### 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%.

HSC results 2024 continue to show value added when achieved versus typical is analysis occurs and a 'putting faces on the data' process is engaged.

50% of courses were at or above State Average and 50% at or below State Average with the highest variation being +9.26 in Industrial Technology Timber which was reflected in the majority of students being nominated for the NESAs Shape Exhibition. Of note is where 50% or more of students received a Band 4-6 result - subjects included Ancient History, Business Studies, Geography, Legal Studies, Society and Culture, Biology, Earth and Environmental Science, Drama, Music 1, Visual Arts, English Standard, English Advanced, Mathematics



Standard 1, Mathematics Standard 2, Mathematics Advanced, Community & Family Studies, PDHPE, Studies of Religion 1 and 2 Unit.

Students who studied a VET Framework - including Business Services, Construction, Entertainment Industry, Hospitality, Primary Industries, Retail continued to excel.

The top ATAR for 2024 was 96.3 and there were 16 mentions on the Distinguished Achievers List and two students on the Honour Roll

Higher School Certificate	<i>Percentage of students in the top 2 bands (Bands 5 and 6)</i>					
	2022		2023		2024	
	School	State	School	State	School	State
Business Services Exam	0 %	32 %	75 %	27 %	100 %	29 %
Community & Family Studie	42 %	33 %	50 %	36 %	50 %	36 %
Construction Exam	50 %	41 %	67 %	44 %	83 %	47 %
Entertainment Ind Exam	0 %	47 %	20 %	44 %	80 %	45 %
Industrial Technology	25 %	22 %	0 %	24 %	63 %	23 %
Mathematics Standard 2	22 %	29 %	35 %	32 %	45 %	29 %
Music 1	100 %	70 %	89 %	69 %	75 %	68 %
Society and Culture	73 %	43 %	63 %	45 %	70 %	45 %

## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The College's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 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.

### Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). 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.

## 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.

## Community Satisfaction

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Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of 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. The school undertakes extensive surveying of all stakeholder groups every 2 years. This data is shared with the school community and contributes to the priorities for future planning.

### Parent satisfaction

Feedback affirms the quality of support and care provided to children, high expectations regarding respect and behaviour, student engagement, quality of teaching fostering a love of learning and an underlying connection to Catholic faith and formation.

Effective communication processes keep parents informed about school events and important announcements, recognising student growth, achievement and learning outcomes.

A 2024, PEG gave parents an opportunity to be informed about whole school goals specific teaching and learning strategies and a workshop navigating Compass. Compass Learning Tasks and Feedback were made available to parents to promote further engagement and connection to their child's learning experiences, progress, goals and achievements.

Parents were included in - Open Afternoon; Liturgies, Awards Evenings and Presentations; CAPA and VET productions; volunteering; transition interviews, school tours, lunch gatherings – aimed to bring together and support families connected to the Yalawa Centre and Penola Centre (Students with Additional Learning Needs)

- Inaugural 'Emerge' Art and Design Exhibition

### Student satisfaction

Students responded to the 'TTFM' survey and responses reflected:

Students feel safe at school and that they have someone who they can turn to for encouragement and advice; they have a positive sense of belonging and connectedness to their school community; they are intellectually engaged in the classroom and find learning interesting and relevant

Student participation in Formation Days, Community Days, Carnivals, Representative Sport, and Extracurricular experiences such as the Japanese Cultural Experience, Sunnyside Up

Week and HSC Study Day demonstrate student commitment to growth and development and involvement in the school community.

Academic Growth and Achievement continue to be evident in student results. In the 2024 HSC IT cohort, five students were nominated for Shape and Intech, a statewide exhibition of Major Works from the HSC. In 2024 the first annual Art Exhibition entitled “Emerge” occurred showcasing works from Years 7-12. Outstanding musicians, dancers and actors participated in DioSounds and Aspire.

### **Teacher satisfaction**

During 2024 staff participated in the bi-annual TTFM survey. 90 plus% of the staff responded, indicating that they would recommend the services of the school to others, & that the school is highly regarded. Catholic culture is valued and expressed, high levels of safeguarding. Trends indicated there is strong culture of growth with support of student safety and wellbeing, with sizable confidence in the leadership of the school.

The following were also notable highlights of the survey with the majority of staff indicating:

- Data informs practice
- Staff are collaborative in learning problems, strategies and lessons
- High learning culture - high expectations
- Quality feedback
- Significant use of data used to inform teacher practice and student feedback
- Areas where people would like to see improvement included:
- Parent engagement/involvement in student learning
- Teacher engagement with parents or engaging in strategies to involve them in the learning process

Factors that the school has identified with staff for improvement in 2025 include:

- Parent teacher engagement

## 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 2024 year is detailed below:

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants <sup>1</sup>	\$13,642,057
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$3,565,548
Fees and Private Income <sup>4</sup>	\$4,576,680
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$1,079,723
<b>Total Income</b>	<b>\$22,864,008</b>

Recurrent and Capital Expenditure 2024	
Capital Expenditure <sup>6</sup>	\$233,334
Salaries and Related Expenses <sup>7</sup>	\$17,059,628
Non-Salary Expenses <sup>8</sup>	\$6,781,878
<b>Total Expenditure</b>	<b>\$24,074,840</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 2024 REPORT