



Catholic Schools
DIOCESE OF MAITLAND-NEWCASTLE

2025

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

TOGETHER IN CHRIST



St Joseph's College

898 New England Highway, LOCHINVAR 2321

Principal: Peter Antcliff

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

mn.catholic.edu.au

About this report

St Joseph's College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Diocese of Maitland-Newcastle (CDMN) which forms part of the broader system of schools governed by Catholic Schools NSW. 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

Principal's Message

St Joseph's College, Lochinvar is a welcoming Catholic learning community grounded in faith, tradition and a strong commitment to the holistic development of every young person. Inspired by the values of the Sisters of St Joseph and guided by our Catholic identity, the College continues to nurture students who strive for personal excellence, act with compassion and contribute positively to the wider community. This Annual School Report reflects our shared mission to educate the whole person—spiritually, academically, socially and emotionally.

Throughout the year, our students have been provided with rich learning opportunities that challenge them to grow as independent and capable learners. Supported by dedicated staff and strong partnerships with families, the College has continued to foster a culture of high expectations, student wellbeing and respectful relationships. Our academic programs, pastoral care structures and co-curricular offerings are designed to enable each student to realise their God-given potential while preparing them for life beyond school.

This report provides an overview of the achievements, initiatives and progress of St Joseph's College during the year. It highlights our ongoing commitment to continuous improvement, faith formation and educational excellence. I acknowledge with gratitude the contribution of our students, staff, parents and the wider parish community, whose support and collaboration are central to the life and success of our College.

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 2025. These include but are not limited to the Year 7 Parent Welcome afternoon, Year 11 and 9 Subject Information evening and awards ceremonies.

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 surveys, meetings, phone calls and emails.

Student Body Message

The St Joseph's College Lochinvar community is committed to fostering a safe, supportive, and inclusive environment that places student wellbeing at its core while delivering a high-quality, contemporary education. Guided by the three pillars of Strength, Faith, and Hope, the College community is grounded in the Josephite tradition, inspiring students to approach their learning and engagement with society with integrity, resilience, and compassion.

The College mantra, "Lochinvar students can do anything," reflects the school's strong belief in the potential of every student to achieve personal excellence. Through the encouragement and support of peers, teachers, and staff, students are empowered to strive for their personal best. St Joseph's College actively provides a range of academic, vocational, and co-curricular opportunities—including work placements, tertiary pathways, and university immersion experiences—that enable students to develop skills, confidence, and clarity in pursuing their aspirations.

Central to the College's success is the strength of the positive, respectful relationships between students and staff. These relationships play a vital role in promoting student wellbeing, engagement, and belonging. Community initiatives and celebrations such as R U OK? Day, NAIDOC Week, and Catholic feast days enrich student understanding of wellbeing, culture, and faith, while strengthening connections across the College community.

In essence, St Joseph's College Lochinvar is a community founded on strength in difficulties, encouraging all members to persevere, grow, and remain united in faith. Through this shared commitment, the College continues to nurture young people who are confident, compassionate, and prepared to contribute meaningfully to their world.

School Features

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 2025, we were fortunate to have some building works in one area of the school surrounding adjacent to the Canteen space which has now provided a more comfortable space for our students to sit during break times.

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 2025: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
518	455	66	973

* 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.

Student Attendance Rates

The average student attendance rate for 2025 was 84.96%. 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
86.24	85.37	84.49	80.61	85.67	87.37

Managing Student Non-Attendance

All schools maintain an accurate register of their student's attendance. Any absences (part or full day) from school are recorded on this register and appropriate intervention strategies are implemented if required.

While parents/carer are legally responsible for the regular attendance of their child at school, school staff, as part of their duty of care, play a vital role in providing a continuum of active support including universal, targeted, and individualised strategies when supporting students with attendance concerns. Documented attendance plans may be developed to address the needs of students whose attendance is identified as being of concern.

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 2025	
% of students undertaking vocational training or training in a trade during the senior years of schooling	40 %
% 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.

While formal data is not collected to accurately report these figures, from conversations with departing students we would estimate that students explored the following post school pathways:

University - 50%

TAFE - 10%

Work Force - 10%

Apprenticeships -10%

Other - 20%

Staffing Profile

Staffing Profile

Note: The data presented reflects the most current information available at the time of reporting. Variations in data currency may occur where staff updates are pending. Differences between tables are due to variations in staff inclusion criteria; therefore, minor discrepancies in reported numbers may occur.

The following information describes the staffing profile for 2025:

Total number of staff	140
Number of full time teaching staff	62
Number of part time teaching staff	44
Number of non-teaching staff	34

Total number of teaching staff by NESA category

Teachers are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead teacher is voluntary.

The following table describes the accreditation status of teachers at St Joseph's College in 2025:

Conditional Teachers	3
Provisional Teachers	2
Proficient Teachers	98

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 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 2025 our college launched a service learning initiative that challenged students to and recognised those who demonstrated a consistent commitment to service to their community. Student involvement in this program has been strong with two students already meeting the requires for the completion of the program.

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 2025 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, 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 Leadership Team meetings.

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 in the Diocese.

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 embeds capabilities and priorities within curriculum content points in all KLAs. These include 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

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 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	56%	62%
	Reading	68%	69%
	Writing	67%	64%
	Spelling	77%	72%
	Numeracy	64%	69%
NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	56%	56%
	Reading	70%	65%
	Writing	55%	61%
	Spelling	73%	72%
	Numeracy	69%	66%

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%.

In 2025, students received 15 Band 6, 126 Band 5, 209 Band 4 results.

Industrial Technology results continued to be very strong with a variation of +22 above the state average. In total, five courses recorded results above the state average with another five marginally below.

Courses above state average include Industrial Technology, Earth and Environmental Studies, Studies of Religion 2 Unit, Mathematics Standard 2 and Visual Arts.

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

The top ATAR for 2025 was 95 and seven students received first in Diocese Awards.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2023		2024		2025	
	School	State	School	State	School	State
Aboriginal Studies	-	-	-	-	100 %	14 %
Drama	-	-	50 %	62 %	50 %	25 %
Entertainment Ind Exam	0 %	47 %	80 %	45 %	44 %	18 %
Industrial Technology	25 %	22 %	63 %	23 %	80 %	9 %
Legal Studies	31 %	41 %	27 %	44 %	54 %	18 %
Mathematics Standard 1 ex	50 %	26 %	29 %	23 %	63 %	7 %
Mathematics Standard 2	22 %	29 %	45 %	29 %	35 %	12 %
Primary Industries Exam	50 %	27 %	33 %	30 %	33 %	10 %
Studies of Religion II	38 %	46 %	21 %	47 %	39 %	20 %
Visual Arts	71 %	66 %	71 %	67 %	71 %	27 %

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College's approach to pastoral care and wellbeing is guided by the [Student Wellbeing and Pastoral Care Policy](#).

This policy provides a framework for the development and implementation of policies, programs, resources, and practices at all school levels. Its purpose is to support and enhance the wellbeing of students and all members of the school community, fostering a climate of care within a Catholic educational context.

The College is committed to creating a safe, inclusive, and academically rigorous environment. A strong emphasis is placed on nurturing and maintaining positive, respectful relationships among staff, students, and parents, with the wellbeing of all at the forefront.

Behaviour Management and Student Discipline Policy

The College's behaviour management and student discipline procedures align with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). These policies uphold the dignity and responsibility of each individual, promote positive student behaviour, and ensure respect for the rights of all students and staff. Corporal punishment is expressly prohibited at the College. The College does not permit or condone the use of corporal punishment by any College personnel or non-College individuals, including parents, as a means of discipline in the College. Further information about this and other related policies may be obtained from the College's website.

Anti-Bullying Policy

The College implements the Catholic Schools [Anti-Bullying Policy](#) which is adopted by all schools within the Diocese. This policy provides a framework for school communities to collaboratively prevent and address bullying, fostering respectful relationships and responding to individual needs with sensitivity and care. The Catholic Schools Leadership team 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 on the Catholic Schools Maitland-Newcastle website.

Complaints Handling Policy

The Diocese of Maitland-Newcastle [Complaints Resolution Policy](#) is implemented by the College and all schools in the diocese. This policy acknowledges that misunderstandings and differences of opinion may arise and provides a structured process for resolving such matters respectfully and constructively. By addressing concerns within a framework of dignity, respect and truth, the policy reflects the values of the Catholic faith and offers opportunities to model the love of Christ in contemporary contexts. The Catholic Schools Leadership team monitors the implementation of this policy in our schools.

The full text of the [Complaints Resolution Policy](#) may be accessed on the College's website, the administration office or on the Catholic Schools Maitland-Newcastle website.

Community Satisfaction

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

2025 Feedback affirms the high quality of support and care provided to children, along with consistently high expectations for respect and behaviour. Feedback highlights strong student engagement and the quality of teaching that fosters a love of learning, underpinned by a deep and authentic connection to Catholic faith and formation.

Effective communication processes continue to keep parents well informed about school events and important announcements, while also celebrating student growth, achievement and learning outcomes.

Parents were actively included in a wide range of school life experiences, including:

- Course Selection evenings.
- Liturgies, Awards Evenings and Presentations
- CAPA and VET productions
- Volunteering opportunities
- Transition interviews and school tours
- Lunch gatherings designed to bring together and support families connected to the Yalawa Centre and Penola Centre (students with additional learning needs)

A highlight of 2025 was the continued success of the 'Emerge' Art and Design Exhibition, showcasing student creativity and celebrating artistic achievement across the school community.

Student satisfaction

At St Joseph's College, student satisfaction remains a priority, underpinned by a strong culture of care, respect, and high expectations for learning. Students value the supportive relationships they have with teachers and peers, feel safe and known within the school community, and appreciate the wide range of academic, spiritual, sporting and co-curricular opportunities available to them. Feedback gathered through formal and informal processes indicates that students are proud to belong to St Joseph's and feel well supported to grow as

learners and as young people of faith. The College continues to seek and respond to student voice to enhance engagement, wellbeing and positive learning experiences for all.

Teacher satisfaction

In 2025, St Joseph's College, Lochinvar participated in the Catholic Schools Employee Engagement Survey conducted across the Diocese of Maitland>Newcastle. The survey achieved a 51% response rate, with 68 staff members contributing valuable feedback, providing a reliable snapshot of staff experience and organisational health.

Key Strengths

Overall staff engagement was high, with 85% of respondents reporting they are engaged in their work, placing the College slightly above the diocesan benchmark. Staff expressed strong pride in working at St Joseph's, enjoyment in their roles, and alignment with the values and mission of the Catholic Diocese. This reflects a positive workplace culture grounded in shared purpose and commitment.

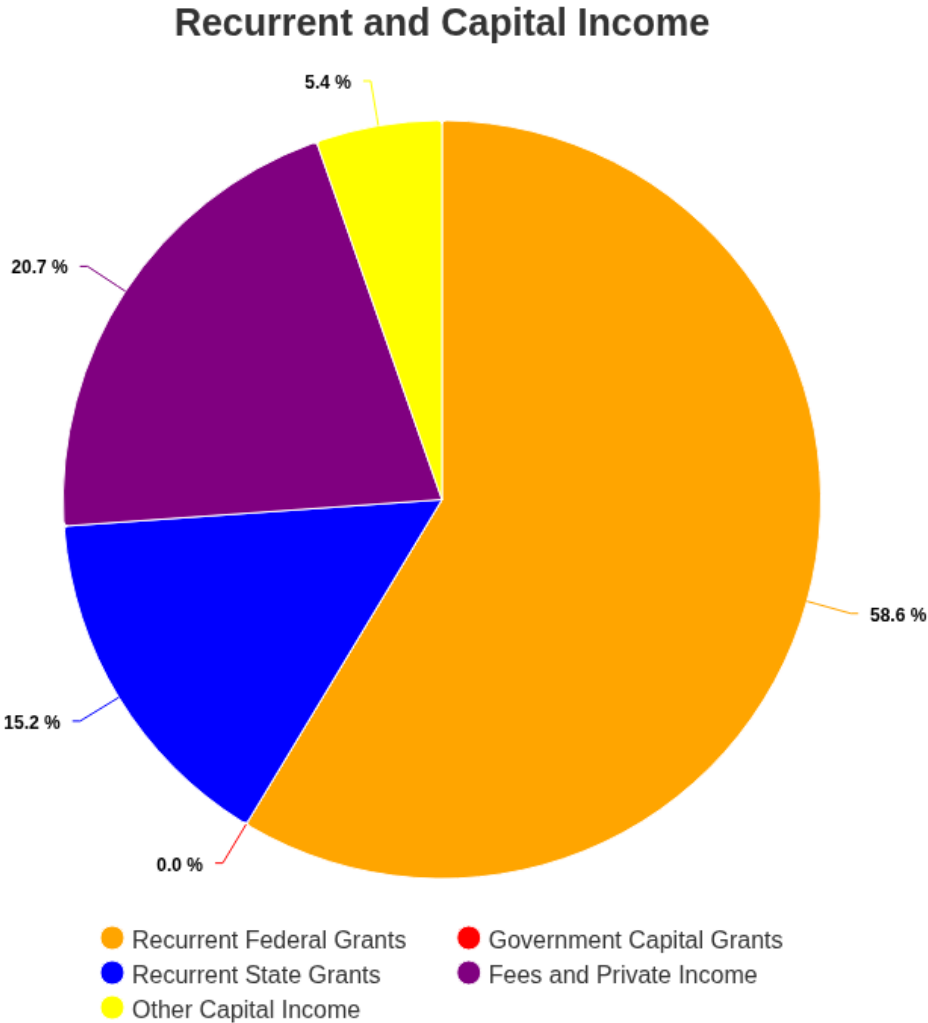
Several organisational areas were identified as strengths, including:

- Values and Purpose, with strong belief in the Mission of Catholic education
- Teamwork and collegiality, with staff reporting supportive working relationships
- Respect, equity, and safety, including high confidence that bullying, discrimination and harassment are not tolerated
- Role clarity and supervision, indicating well-defined responsibilities and supportive leadership at a local level.

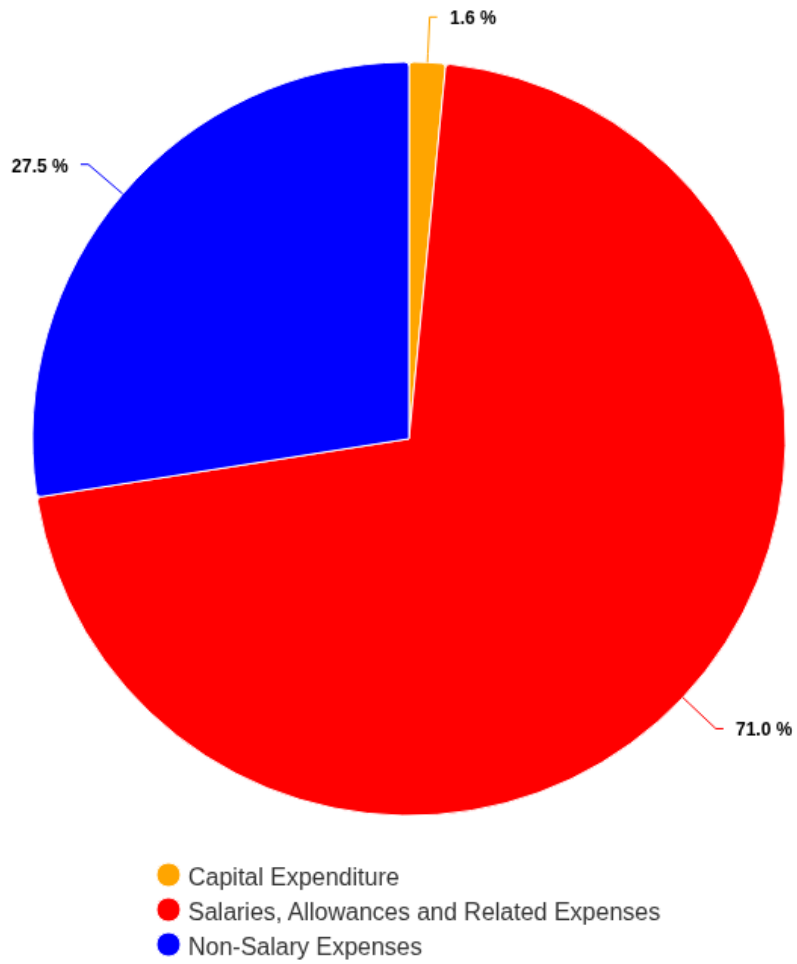
Financial Statement

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 2025 year is detailed below:



Recurrent and Capital Expenditure



END OF 2025 REPORT