

Annual School Report

2015



CATHOLIC EDUCATION
DIOCESE OF WOLLONGONG

About This Report

St Joseph's Catholic High School, Albion Park is registered by the Board of Studies Teaching and Educational Standards (BOSTES) NSW and managed by Catholic Education Diocese of Wollongong (CEDoW). The CEDoW is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report to the Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines information regarding School Review & Improvement initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the school's Action Plans.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the CEDoW. This Report has been approved by Wollongong CEDoW to ensure compliance with all Board of Studies, Teaching and Educational Standards (BOSTES) NSW requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the BOSTES NSW, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2016.

Further information about the school or this Report may be obtained by contacting the school:

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Principal: John Barrington

Date: 19 March 2016

Vision Statement

In the way of Jesus, St Joseph's Catholic High School aspires to respect and celebrate the dignity of all. Inspired by the life of St Joseph, the school promotes a culture of faith, justice and service.

Working in partnership with parish, staff, students, parents and the wider community, St Joseph's aims to foster the development of spiritual, physical, intellectual and emotional growth so that each member, using their God-given talents, reaches their potential.

Message from Key School Bodies

Principal's Message

2015 marked the thirty-fourth year of St Joseph's Catholic High School providing quality learning and teaching. Regular year assemblies, school assemblies, class/year group Masses as well as major events such as St Joseph's Feast Day Mass, Reconciliation and Graduation Mass, form part of the prayer and sacramental life of the school. Throughout the year the students have continued to demonstrate their commitment to social justice initiatives. The students have been very generous in donating their time and money to so many worthy causes and charities including Caritas, Catholic Missions, Little Joeys, and the various appeals for the local St Vincent de Paul Society.

Parent Involvement

The Parents and Friends' Association (P&F) continued to be an active organisation supporting the school as well as providing opportunities for parents to meet one another. Regular monthly meetings provided updates of what was happening in the school community as well as covering a wide range of issues during general business. The P&F supported and sponsored a number of activities including the Annual School Musical and Showcase (*7 Brides for 7 Brothers*). A very important function of the P&F was assisting the parent community in the provision of the uniform shop. The social trivia night was another positive activity to help build community spirit.

Parents and Friends' Association, President

Student Leadership

The Student Representative Council (SRC) worked to develop a sense of the broader community amongst the students. Some of the causes that the Social Justice League promoted throughout 2015 included the St Vincent de Paul Society, Caritas, Catholic Missions, Mary MacKillop Foundation and St Joseph's Orphanage School in Vietnam. Student leadership opportunities included homeroom leadership, peer leadership and house captains. In all these areas student leadership strived to enhance awareness in the need to care for the local and global environment and to lead students in the development of a caring Christian community that espouses gospel values and lives out the school motto of 'Act Justly.'

School Leaders

School Profile

School Context

St Joseph's is a Catholic Systemic co-educational secondary school located in Albion Park. The school caters for students in years 7-12 and has a current enrolment of 940. St Joseph's Catholic High School was established in 1982 to serve the parishes of Albion Park, Dapto, Shellharbour, Warilla and Kiama. The drawing area's population is diverse both in socio-economic structure and demographic location ranging from farming, coastal centres and newer urban areas.

The school motto, 'Act Justly' influences every aspect of daily life and there is a strong focus on social justice. The religious dimension of the school environment is expressed through the celebration of Christian values in word and sacrament. Liturgy and prayer are fundamental to St Joseph's strong sense of community. The students' spiritual development is a shared responsibility of Parish Priests, Principal, staff and students. The support of the Parish Priests is an important focus of the school with the link between St Joseph's and the parishes from the drawing areas.

Student Enrolments

2015 Enrolments	
Boys	428
Girls	512
Total	940
Indigenous	18
LBOTE	23

The Diocesan Secondary Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website: www.sjchsdow.catholic.edu.au and the CEDoW website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2015.

Student Attendance

2015 Attendance	Male	Female
Year 7	91.8%	91.9%
Year 8	91.5%	91.0%
Year 9	89.8%	88.7%
Year 10	88.4%	86.2%
Year 11	90.6%	89.1%
Year 12	91.4%	87.3%
Whole school	90.5%	89.1%

Management of Student Non Attendance

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

The Attendance Policy at St Joseph's provides clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The Assistant Principal, in consultation with the Year Coordinators, undertakes all reasonable measures to contact parents promptly when three consecutive school days of unexplained absence occurs.

Student Retention Rate

Year 10 Total Enrolment 2013	171%
Year 12 Enrolment at Census Date remaining in Year 12 at end 2015	123%
Actual Retention Rate (%)	72%

Student Attainment in Senior Years

Years 11 - 12 2015	
% of students undertaking vocational training or training in a trade during Years 11 and 12	35%
% of students who have completed at least one (1) VET course in either Year 11 or 12	15%
% of students in Year 12 attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100%

Destination Survey

2015	Year 10	Year 11	Year 12
No of School Leavers	17	6	124
University	-	-	67
TAFE/Tertiary	4	-	17
Employment	8	5	33
Other School	4	-	-
Other/Unknown	1	1	7

Staffing Profile

There are a total of 75 teachers and 23 support staff at St Joseph's Catholic High School. This number includes 56 full-time, 19 part-time teachers.

Teacher Standards

Teacher qualifications fall into 1 of 2 categories for all teaching staff responsible for delivering the curriculum:

Teacher education qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* guidelines	100%
A bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education	0%

*Australian Education Institution – National Office of Overseas Skills Recognition Staff

Teacher Attendance and Retention

The average daily teacher attendance rate for 2015 was 97.6%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2014 to 2015 was 91%.

Professional Learning

During 2015, St Joseph's personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

- A. St Joseph's whole school development days involving 98 staff. These days focused on:
 - Non-Violent Crisis Intervention (NVCI)
 - Assessment for Learning
 - Behaviour Management/School Vision
 - Staff Spirituality Day

- B. Other professional learning activities provided at school level including CEDoW run courses:
 - Unpacking new Stage 4 Religious Education Curriculum (2 staff)
 - Online Professional Development on Flipped Classrooms (1 staff)
 - Learning for Leadership – seven 2.5 hour sessions each (4 staff)
 - iPads in the classroom (2 staff)
 - Understanding and Maintaining Assessment and Feedback (2 staff)
 - Woodwork and Jewellery Courses for TAS Teaching – five 3 hour courses (2 staff)
 - CSSA Forum Linking Assessment, Data & Effective Teaching (3 staff)
 - Google Apps for Education (3 staff)
 - 'Piecing it Together' Gifted and Talented Conference (2 staff)
 - Gifted Education Conference (1 staff)
 - Germany 1918-30 Professional Development (1 staff)
 - Cool Kids Program: Anxiety and Strategies Workshop (1 staff)
 - Quality Classrooms Teachers Day for Beginning Teachers (2 staff)
 - AITSL Leader's Accreditation (1 staff)

- Alight for the World (1 staff)

The average expenditure by the school on professional learning per staff member was \$542.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of \$569.

Catholic Life & Religious Education

Catholic Life continued to develop during 2015. Significant highlights included:

- Increased participation by students and staff in prayer and liturgical life of the school including: home room prayer, Ash Wednesday Liturgy and the Annual end-of-year giving Mass involving the whole school community and local St Vincent de Paul. This was celebrated by new Parish Priest, Fr. Richard Healey.
- Co-ordination and implementation of activities designed to improve student understanding and awareness of being Catholic. Activities included: Year 9 excursion to the MacKillop Museum, visit to the Catholic section of Rookwood Cemetery, visit to St Mary's Cathedral, interfaith dialogue Q and A session held for senior students on St Joseph's Day - this involved representatives from Islamic, Buddhist and Catholic communities, 40th anniversary celebrations for St Paul's parish; and involvement in a combined schools choir for Fr. David Cattrall's Farewell Mass.
- The provision of financial support to students who attended the iStand weekend retreats organised by the Youth Mission Team
- Allocation of financial support to 4 members of staff to take part in the Diocesan CEDoW pilgrimage to the Holy Land.

Social justice initiatives included; student involvement in social justice leadership workshops, student attendance at the launches of Project Compassion and Catholic Mission month, student involvement as catechists in local State Primary Schools, students assisted sacristans at St Paul's Parish preparing the church for major liturgical celebrations and participating in working bees coordinated by the parish cemetery committee.

Financial donations made by the school community were: \$15 650.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 8 students was successfully completed within schools across the Dioceses in 2015. The school cohort in 2015 consisted of 160 Year 8 students who sat the Religious Literacy Assessment (Part A) on 17 August 2015 and 166 completed the Extended Task (Part B). The Extended Task was undertaken during Term 3 and was based on the unit: Early Christian Communities. The performance of each student was described as developing, achieving or extending.

Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their ability to:

- Interpret the symbol of the crucifix for Catholics;
- identify sacraments of initiation; and

- demonstrate an understanding of Christian stewardship.

The students' responses showed a need for them to develop their capacity to work with and apply the religious tradition especially in their ability to:

- Classify examples of sign, symbol, ritual and sacrament.

Students in Part B displayed a wide range of interpretive responses that showed their ability to work with and apply their religious knowledge.

For Part A, 34% of students were placed in the developing level, 66% in the achieving level and 0% were in the extending level.

For Part B, 36% of students were placed in the developing level, 53% in the achieving level and 11% were in the extending level.

Combining Parts A and B, 28% of students were placed in the developing level, 69% in the achieving level and 3% were in the extending level for Religious Literacy.

School Review and Improvement

School Review and Improvement (SRI) is an ongoing process of self-evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

School Review and Improvement components reviewed and rated in 2015:

- **Key Area 1: Catholic Life and Religious Education**

- 1.2 Religious Education

- Goal: To further develop the academic rigour of the Religious Education programs and assessments.

- **Key Area 2: Students and their Learning**

- 2.5 Pastoral Care

- Goal: To revise the existing pastoral care/discipline approaches to ensure that a restorative justice philosophy underpins all behaviour modification processes.

- **Key Area 3: Pedagogy**

- 3.7 Professional learning

- Goal: To create pedagogical time within the meeting structure; simplify peer observations processes; and obtain additional structure/guidance from CEO to ensure quality teaching and consistency.

- **Key Area 4: Human Resources, Leadership and Management**

- 4.2 Professional development of staff

- Goal: To improve staff development and knowledge.

- **Key Area 4: Human Resources, Leadership and Management**

- 4.5 Overall compliance with legislation and other requirements

- Goal: To improve staff awareness of compliance and legislation, examine school culture of compliance and reflect on documentation.

- **Key Area 6: Parents, Partnership, Consultation and Communication**

- 6.2 Reporting to the community

- Goal: To revise the formats of reports so that parents are more readily able to understand the information and support their children in their learning.

School Review and Improvement components to be reviewed and rated in 2016:

- **Key Area 1: Catholic Life and Religious Education**

- 1.2 Catholic Life and Culture

- **Key Area 2: Students and their Learning**

- 2.2 Rights and Responsibility

- **Key Area 3: Pedagogy**

- 3.2 Provision for the diverse needs of learners

- **Key Area 4: Human Resources, Leadership and Management**

- 4.3 An ethical workplace culture

- **Key Area 5: Resources, Finance and Facilities**

- 5.1 ICT resources

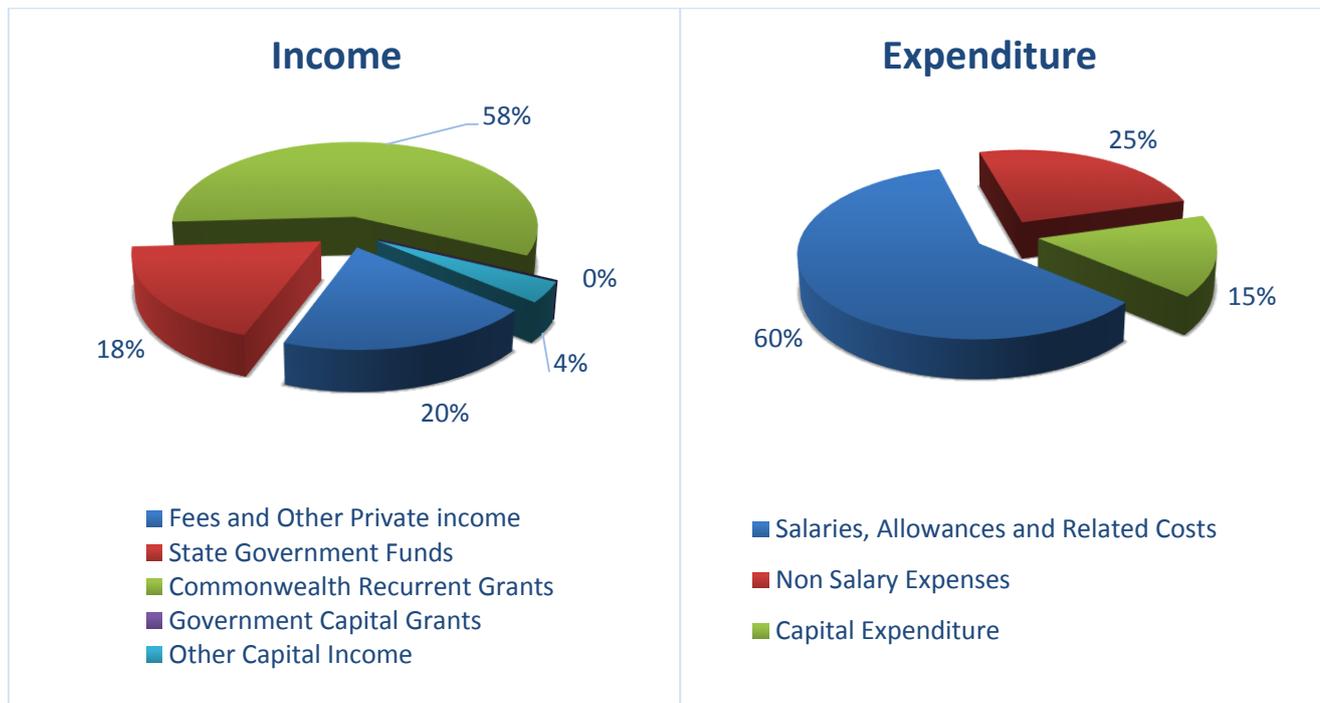
- **Key Area 7: Strategic Leadership and Management**

- 7.2 Innovation, development and change

Financial Summary

School fee collection and the continued support of the P&F, once again enabled the school to meet all of its financial obligations. Due to continued economic hardship experienced by many families there has been an increase in the number of families who have used direct debit, BPAY or another installment payment method, to settle their school fee accounts.

The following graphs reflect the aggregated income and expenditure for St Joseph's Catholic High School, Albion Park for the year ended 31 December 2015. This data is taken from the 2015 financial return to the Australian Government, Department of Education, and Training.



Student Welfare

The 2015 school year heralded a new pastoral theme - G.R.O.W.T.H. The acronym stood for: Gratitude, Resilience, Organisation, Well-being, The body and Happiness. The theme incorporated elements of positive psychology beginning term one with a focus on gratitude. As with all of the components of the theme, assemblies, year meetings and pastoral time was based on each of these components. Pastoral time was added for 2015, building in opportunity to reinforce messages of assemblies and to build homeroom teacher and student relationships.

Students were guided by Year Coordinators to prepare for and present information on each of the topics. The organisation segment included study skills and time management. This was reinforced in the homerooms with special activities facilitated by the homeroom teachers during pastoral time held approximately twice a term.

The meetings based on the pastoral theme sections of wellbeing and the body, included presentations on awareness of anxiety and depression in the students and their friends. Students were presented with signs to watch out for and given appropriate guidelines on what they can do to help. Bullying and the ongoing problems it presents were also dealt with during this time. Each year students are reminded of the types of bullying that can occur, how they can deal with them and where to seek help. A student survey on bullying, identifying victims and perpetrators, helped send the message that bullying would not be tolerated. Body image and the challenges some students face with this issue was also tackled. Students were alerted to the deceptions of the mass media culture and reminded of their uniqueness. This message was again reinforced by homeroom teacher led activities in the pastoral time. The final topic, happiness, explored what makes one truly happy and again incorporated elements of positive psychology which sat comfortably within a Catholic framework.

Efforts to explore the facets of the pastoral theme were reinforced by a number of special presentations and guest speakers for the students. The Year 11 cohort experienced a leadership seminar, presented by Oxygen Education Company. This was an advantageous way for them to begin their senior years. Year 12 began the year with a talk from a motivational speaker, to prepare them for the rigours of the Higher School Certificate (HSC) ahead. They also participated in a Study and Memory Skills seminar, presented by Elevate Education. The message of uniqueness was reinforced for Year 10

by a presenter, from Choicez, who explored man and womanhood from the Catholic perspective. Years 8 and 9 experienced presentations around cyber bullying and online behaviour from the Brainstorm Production Company. Year 9 also participated in the Year 9 Incentive Camp. Year 8 girls and boys participated in separate seminars designed specifically for girls and boys from Enlighten Education and Top Blokes respectively.

CatholicCare Counsellors ran a special program for a select group of girls with identified issues, titled, "iWoman", and parents were invited to attend. CatholicCare facilitated a seminar on managing teenagers at home. Suicide postvention was also a serious focus after the launch of Lighting the Path. The pastoral team revised approaches to suicide ideation and prepared a school postvention process document.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents *Maintaining Right Relationships* is the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan *Complaints Handling Procedures* forms an important element in the Diocese's commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2015.

In compliance with the *NSW Reform Act 1990*, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

Access to all policies and guidelines can be obtained by contacting the school office.

Learning and Teaching

Introduction

The continuous improvement of Learning and Teaching has continued to be a high priority for the school.

Curriculum and Pedagogy

Syllabus implementation

2015 saw the final phase of implementation of the History syllabus into stage 4 & 5. Both Year 7 & 9 history syllabuses were taught for the first time and evaluated resulting in minor changes to the originally planned scope and sequence. Preparations also began for the planning stages of the implementation of the new Geography syllabus in 2018.

Assessment and reporting

The consolidation of a variety of assessments across all Key Learning Area's (KLAs) and courses was the main focus in 2015. This was critical to ensure that assessment was a tool that informed student progress as well as teaching practice but at the same time providing a range of ways for students to demonstrate their understanding of outcomes. Assessment For, Of and As learning was targeted to diversify the learning and teaching of all staff.

In conjunction with the change in assessment, the school continued with the new format of reporting moving away from written comments to integrated learning statements. Collected assessment evidence was used to develop statements in areas of strength and growth. This made the information

provided to both students and parents more specific, relevant and actionable for following reporting periods.

Technology supporting learning

Throughout the school year there was progressive movement towards the staff working holistically with Google Drive. All compliance documentation (assessment schedules/plans, programs, work samples etc.) will from 2016 be collected in the one location, providing access and accountability for all staff to assist in the compliance of each faculty. The information collated within each folder will form the basis of KLA/Curriculum Coordinator meetings each term in 2016 to ensure that improvement remains the outcome of each faculty and its team.

Google App Hapara was explored as an additional resource. Hapara and specifically the workspaces allow teacher access within the documents that have been shared and can increase the support but also the accountability for the work that has been set. This will be introduced to staff early 2016 and workshopped with faculties to assist in its delivery.

Cross Curriculum

Literacy strategies

Stage 4 literacy courses continued in 2015 with a renewed focus on using NAPLAN data to address areas of concern for the incoming year 7 cohort.

A 1-point position will be created in 2016 to offer further support and information to develop a LDS program with cross-curricular links to assist student learning whilst supporting the development of best practice for staff in the classroom.

Indigenous education

With the introduction of an Aboriginal Education Assistant (AEA) in 2015 it was decided that the mandatory Personalised Learning Plan (PLP) of indigenous students should be supported by data. With the development of a template and the use of both external (NAPLAN) and internal (school reports) data, a PLP will be used to develop realistic and specific learning goals for each indigenous student.

Meeting the needs of all students

Gifted Education

The area of diversified learning (adapted teaching and learning experiences within programs), gifted education (extension of students who have been identified as talented in literacy or numeracy and in one case acceleration) and special education needs (development of learning strategies and individual education programs) for those experiencing learning difficulties continued to remain a focus for St Joseph's.

Academic enrichment classes (Academic Program Enrichment) were placed in Stage 4 (Year 8) after testing has been conducted and in Stage 5 as an elective course that extended students in the areas of literacy and numeracy with extra-curricular experiences throughout the course.

Special Education needs

In 2015 a decision was made to shift the focus of special education away from withdrawal from mainstream classes to having students supported within classrooms (2 teachers). This significant change came from the realisation that there were so many students that would be considered just above the line in terms of academic performance and that all of these students not just a select few

should be receiving support. Differentiated practice was an area of learning and teaching at St Joseph's that was identified to be developed throughout 2016 to support the further integration of students with specific learning needs.

Expanding Learning Opportunities

External competitions across all areas of the curriculum were encouraged as opportunities to gain experiences throughout their secondary education. Sport remained a significant element of school life providing many experiences for all students. The integration of sport into the timetable (both internal and external) allowed for a wide variety of activities. Other extra-curricular activities included the annual musical and showcase evenings providing students of all year groups with the chance to experience and develop their talents.

Vocational Education and Training

Vocational Education and Training (VET) courses undertaken at St Joseph's were Hospitality and Construction. In 2015 St Joseph's had a number of students commence workplace traineeships in the area of retail in both the Preliminary and HSC year. Increasing numbers of students have opted to undertake Tafe delivered VET (TVET) courses allowing them to diversify their pattern of study and begin gaining qualifications that are relevant to their chosen study or career pathway.

Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Program - Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

NAPLAN

NAPLAN is implemented for students in Years 7 and 9 and the results provide valuable information about student achievements in literacy and numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students.

NAPLAN data indicated that the school remained below state averages across the majority of elements in both Year 7 and 9. Average growth in year 7 was much closer to state averages and above in the areas of numeracy and writing.

Growth in year 9 was below state averages in all areas except numeracy where it was 5 points higher as an overall trend on the back of a strong result from the boy's data. Areas of concern in year 9 were reading and grammar that showed significant reductions as trends compared to previous years.

KLA teams identified through their analysis that reading within all KLA's should be an area that the school addresses in order to support the improvement of the areas within literacy elements assessed in NAPLAN.

Student Achievement in Bands

Year 7 results are reported in Bands 4 to 9 with Band 9 representing the highest achievement and Year 9 results are reported in Bands 5 to 10 with Band 10 representing the highest achievement.

NAPLAN 2015: % in Bands		YEAR 7			YEAR 9		
		Bands 4 and 5	Bands 6 and 7	Bands 8 and 9	Bands 5 and 6	Bands 7 and 8	Bands 9 and 10
Reading	School	15%	58%	26%	28%	63%	9%
	National	17%	55%	29%	25%	54%	21%
Writing	School	32%	57%	11%	41%	52%	8%
	National	31%	54%	16%	41%	46%	13%
Spelling	School	12%	56%	33%	18%	71%	12%
	National	18%	51%	31%	24%	52%	24%
Grammar & Punctuation	School	14%	64%	22%	40%	55%	5%
	National	21%	51%	28%	31%	52%	17%
Numeracy	School	18%	65%	18%	17%	70%	13%
	National	18%	56%	26%	19%	57%	24%

Student Achievement of National Minimum Standard

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 4 in Year 7 and Band 5 in Year 9) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 5 in Year 7 and Band 6 in Year 9) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2015: % AT or ABOVE NMS		YEAR 7	YEAR 9
Reading	School	98%	98%
	National	95%	92%
Writing	School	92%	85%
	National	87%	80%
Spelling	School	94%	95%
	National	93%	90%
Grammar & Punctuation	School	96%	94%
	National	93%	89%
Numeracy	School	99%	97%
	National	96%	96%

Record of School Achievement

From 2012, eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records any completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses. It is of specific use to students leaving school prior to the HSC.

The RoSA was granted to 32 students in 2015.

Higher School Certificate

HSC results for 2015 were similar in comparison to 2014. A slight reduction in overall Band 6 results was disappointing. Beyond this the school was under represented in the Band 5 category compared to state averages which resulted in evaluation of the courses being chosen by students. Community and Family Services (CAFS), Design & Technology, Industrial Tech Timber and Personal Development Health & Physical Education (PDHPE), were all above state average. Information Processes & Technology (IPT) and Senior Science both achieved results greater than the state average.

The school continued to explore non Australian Tertiary Admission Rank (ATAR) courses that provide alternatives and allow students to achieve at significant levels.

Subjects that have trend data that continued to be below state average are required to show cause if they are to remain as courses that SJCHS offers into the future. DeCourcy analysis identified that the growth of some students across the majority of their subjects remains a significant concern.

Student Achievement (Band Performance)				
Band Performance (% in Bands)		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6
English (Standard)	School	10.25	83.34	2.56
	State	15.33	76.31	8.36
English (Advanced)	School	0.00	65.63	28.13
	State	0.87	41.26	57.87
General Mathematics	School	22.85	52.85	15.71
	State	25.09	49.02	25.90
Mathematics	School	8.33	69.44	22.23
	State	9.24	38.29	52.47
Biology	School	15.15	72.72	9.09
	State	15.73	56.13	28.14
Ancient History	School	10.00	90.00	0.00
	State	16.74	50.39	32.87
Business Studies	School	19.44	66.67	8.33
	State	11.46	52.21	36.33
Legal Studies	School	11.76	64.71	11.76
	State	10.07	49.32	40.60
Studies of Religion I	School	5.45	69.09	23.64
	State	4.40	44.59	51.01
Design and Technology	School	0.00	63.64	27.27
	State	4.86	58.92	36.22
Community and Family Studies	School	14.28	57.15	28.57
	State	8.99	61.18	29.82
Personal Dev, Health and Physical Education	School	6.90	51.72	31.04
	State	8.99	61.18	29.82
Hospitality	School	0.00	25.00	75.00
	State	3.43	59.36	37.20

Student Achievement (Mean Performance)

Mean Performance (%)	Students	School	State
English (Standard)	75	67.00	67.10
English (Advanced)	30	75.79	80.43
General Mathematics	64	67.46	68.64
Mathematics	36	72.56	77.89
Biology	32	68.47	71.13
Ancient History	10	67.34	71.34
Business Studies	34	67.56	73.65
Legal Studies	15	71.19	74.60
Studies of Religion I	54	36.17	38.49
Design and Technology	10	76.90	76.25
Community and Family Studies	21	73.10	72.73
Personal Dev, Health and Physical Education	26	74.51	73.10
Hospitality	12	81.45	75.96

Comparative Performance Over Time

School Performance (%)	2012	2013	2014	2015
English (Standard)	71.86	68.29	71.72	67.00
English (Advanced)	74.98	76.13	79.20	75.79
General Mathematics	71.35	65.87	68.32	67.46
Mathematics	74.43	70.81	76.17	72.56
Biology	69.39	71.31	72.02	68.47
Ancient History	65.48	71.36	72.91	67.34
Business Studies	71.68	73.10	69.03	67.56
Legal Studies	74.74	79.58	73.67	71.19
Studies of Religion I	34.54	37.00	38.14	36.17
Design and Technology	74.92	77.91	73.18	76.90
Community and Family Studies	74.54	81.23	77.50	73.10
Personal Dev, Health and Physical Education	77.02	75.79	76.57	74.51
Hospitality	76.87	70.36	81.90	81.45

Parent, Student and Staff Satisfaction

Students have continued to indicate that they felt safe, are proud to attend St Joseph's Catholic High School and appreciated the wide range of co-curricular activities that they could participate in. Students felt that they could be further encouraged and challenged with academic coursework so as to achieve better learning outcomes.

Parents indicated that they believe the school is a safe and supportive environment where their children's knowledge and understanding of the Catholic faith was developed. Similarly, parents were satisfied that the school took a genuine interest in their child helping and challenging them to achieve their potential. Parents also expressed that they were satisfied that the school provided a wide range of co-curricular activities

Staff at St Joseph's indicated that the school provides a variety of opportunities for faith development as well as providing a safe and supportive environment. Staff continue to identify that there is a need to further challenge students in order for them to realise their full learning potential.



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