

# Annual School Report

## Secondary



2016



**CATHOLIC EDUCATION**  
DIOCESE OF WOLLONGONG

## About This Report

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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 2017.

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

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**Principal:** John Barrington

**Date:** 25 March 2017

## **Vision Statement**

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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**

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### ***Principal's Message***

2016 marked the thirty-fifth 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 (Hairspray) and the provision of Year 7 Academic and CAPA scholarships. A very important function of the P&F was assisting the parent community in the provision of the uniform shop.

*Parents and Friends Association, President*

### ***Student Leadership***

During 2016 the Senior (Student) Leadership Team and Student Representative Council (SRC) continued to work on developing a sense of the broader community amongst the student body. In addition to the financial support of our regular charities (such as the St Vincent de Paul Society, Caritas, Catholic Missions, Mary MacKillop Foundation and St Joseph's Orphanage School in Vietnam) the Social Justice League provided opportunities for students to learn about the issues that these organisations help address. The Senior Sport Captains created numerous opportunities for student-house-based sport competitions at lunch time to create house spirit as well as an increased awareness of enjoying a healthy lifestyle which includes physical activities. Staff versus student competitions were well supported throughout the year.

*School Leaders*

## **School Profile**

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### ***School Context***

St Joseph's Catholic High School 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 904. 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***

<b>2016 Enrolments</b>	
Boys	419
Girls	485
Total	904
Indigenous	17
LBOTE	13

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.sichsdow.catholic.edu.au](http://www.sichsdow.catholic.edu.au) and the CEDoW website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). Changes were made to this Policy in 2016.

### ***Student Attendance***

<b>2016 Attendance</b>	<b>Male</b>	<b>Female</b>
Year 7	93.5%	93.2%
Year 8	89.9%	90.4%
Year 9	90.6%	91.0%
Year 10	88.0%	85.8%
Year 11	88.0%	88.1%
Year 12	92.6%	92.0%
Whole school	90.4%	90.0%

### ***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, as part of their duty of care, monitors part or whole day absences.

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. Leave of 10 or more school days requires the completion of an Application for Leave form addressed to the Principal.

### ***Student Retention Rate***

<b>Year 10 Total Enrolment 2014</b>	170
Year 12 Enrolment at Census Date remaining in Year 12 at end 2016	122
Actual Retention Rate (%)	72%

### ***Student Attainment in Senior Years***

<b>Years 11 - 12 2016</b>	
% of students undertaking vocational training or training in a trade during Years 11 and 12	38%
% of students who have completed at least one (1) VET course in either Year 11 or 12	13%
% of students in Year 12 attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100%

### ***Destination Survey***

<b>2016</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
No of School Leavers	25	8	122
University	-	-	73
TAFE/Tertiary	2	1	18
Employment	14	5	29
Other School	8	1	-
Other/Unknown	1	1	2

### **Staffing Profile**

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There are a total of 74 teachers and 22 support staff at St Joseph's Catholic High School. This number includes 56 full-time, 18 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 2016 was 95%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2015 to 2016 was 89%.

### ***Professional Learning***

During 2016, St Joseph’s Catholic High School 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 Catholic High School whole school development days involving 96 staff.

These days focused on:

- Using a Restorative Approach within a Secondary School Context
- Differentiation: facilitated by Glenn Pearsall.
- Staff Spirituality Day: “On Mission” – by Sam Clear; the role of staff in supporting and carrying out the St Joseph’s mission.
- Whole School Focus on Literacy.

- B. Other professional learning activities provided at school level including CEDoW run courses:

- HSC Data Analysis Course (2 staff)
- Literacy Courses and Focus Days (3 staff)
- Multi Lit Program (1 staff member)
- HSC Society and Culture Teaching (2 staff)
- Lamplighter’s Course (5 staff)
- Alight for the World (5 staff)
- Shining Lights Retreat (2 staff)
- Understanding Autism Spectrum Disorders (1 staff)
- Teaching Students with a Disability (1 staff)
- Educating Students with a Brain Injury (1 staff)
- Problem Based Learning (PBL) immersions (13 staff)
- Flipped Classroom Courses (5 staff)
- Learning in Leadership Course (1 staff)
- Learning for Leadership Course (3 staff)
- Courses for teaching and preparing students for HSC Music 1 (2 staff)
- The Link Between Formative Assessment and Differentiation (1 staff)
- Advocacy and Differentiation Pedagogy and Assessment (1 staff)

- Developing a Growth Mindset Classroom (1 staff)
- Modern Language Teacher's Association Italian Conference (1 staff)
- New Cross Sectional Italian Conference (1 staff member)
- Creative Approaches to Assessment in Languages (1 staff)
- Qualitative Assessment in Community and Family Studies and PDHPE, and Improving Student Performance in Community and Family Studies (1 staff)
- Alcohol and other Drugs (2 staff)
- Business Studies Teachers' Conference (1 staff)
- Teaching English Extension 1 (1 staff member)
- Assistant Coordinator's Day (4 staff)
- Studies of Religion Courses (4 staff)
- Child Protection Course(27 staff)
- Integrated Curriculum Technology Courses: National Future Schools Expo and Conference (4 staff), Setting up my Google Classroom (1 staff), EduTech Conference (1 staff), Swift Playground Course (1 staff) and Get Creative with iPads (1 staff)
- Spotlight on Stem Student Competitions (1 staff)
- Professional Learning opportunities for Indigenous Education (2 staff)
- Youth Mental Health Courses (8 staff)
- Student Engagement and Attendance Course (1 staff)
- Peer Support Workshop ( 1 staff)
- Managing Student Behaviour Courses (16 staff)
- Helping Students Understand their Emotional Triggers (1 staff)
- Accreditation Training (5 staff)
- BOSTES External Assessor of Teacher Accreditation (2 staff)
- Career Tool Workshop and the Careers Adviser's Association of NSW and ACT Annual Conference (1 staff)
- Laboratory Assistants Course (1 staff)
- Tough Conversations Course (1 staff)
- New Maths Syllabus Course (2 staff members)
- Maths Association of NSW Annual Conference (3 staff)
- Trade Training Centre and Trade Skills Course (1 staff)
- VET Hospitality Training (2 staff)
- Making Worlds: Installation and Assemblage (1 staff)

The average expenditure by the school on professional learning per staff member was \$548.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of \$289.

## **Catholic Life & Religious Education**

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Catholic Life, including shared Mission and Religious Education achievements continued to develop throughout 2016. The implementation of a staff led *Mission Team* was a new initiative and brought about good progress in greater involvement in the commitment to mission.

Throughout the year there was positive participation by both students and staff in the prayer and liturgical life of the school community including daily prayer over the public address system, home room prayer, numerous assemblies and liturgies at the class, year group and whole school levels. Particular emphasis was placed on daily prayer and Lenten reflections. Liturgies were integrated into our Religious Education programs, year group assemblies and whole school assemblies and activities as were fundraising opportunities related to worthy causes such as Caritas, St Joseph's Charity School in Vietnam ('Little Joeys'), St Vincent De Paul Society, Mary MacKillop Foundation and Catholic Missions.

Socials held were strongly supported by the student body. These are positive opportunities for fun and community building as well as being a significant part of our fundraising for various charities each term. A new initiative for 2016 was the implementation of our SPARK Twilight Retreats held once a term in partnership with Corpus Christi students. These Youth Ministry evenings were well supported by both staff and students and added a real sense of excitement and engagement of faith for our school community. This culminated in the Wollongong Diocesan Catholic Youth Festival, joining about 200 students from across the Diocese.

Each year group from Years 7 through to 10 enjoyed both a Reflection Day and a Pastoral Day. These opportunities for personal and spiritual growth were led by the Youth Mission Team. The school also provides financial support for students to attend iStand weekend retreats organised and facilitated by the Youth Mission Team.

Social justice initiatives included student involvement in social justice leadership workshops, student attendance at the launches of Project Compassion and Catholic Mission month, students assisting sacristans at St Paul's Parish preparing the church for major liturgical celebrations and participating in working bees at school.

Financial donations made by our school community in 2016 totalled: \$ 10,990.

### **Religious Literacy Assessment**

The Religious Literacy Assessment Program for Year 8 students was successfully completed within schools across the Dioceses in 2016. The school cohort in 2016 consisted of approximately 160 Year 8 students who sat the Religious Literacy Assessment (Part A) on 22 August 2016 and approximately 160 students completed the Extended Task (Part B). The Extended Task was undertaken during Term 3 and was based on the unit: Disciples, Martyrs and Witnesses to the Faith.

The performance of each student was described as developing, achieving or extending. Students demonstrated improved levels of performance in their knowledge of the religious tradition and an increase in overall results was noted in comparison from 2015 to 2016. Students who completed the Extended Task (Part B) displayed a wide range of interpretive responses that showed their ability to work with and apply their religious knowledge in a practical and creative manner.

For Part A, 24.80% of students were placed in the developing (lower) level, 73.90% in the achieving (middle) level and 1.20% were in the extending (higher) level. In 2015, the median score for Part A was 51.92%, whereas in 2016, the median score for Part A was 56.86% indicating positive growth in the academic component of this external assessment. The Diocesan score across all schools for Part A in 2016 was 56.86% indicating that our students have increased in their performance during 2016 for Part A compared to the previous year.



For Part B, 32.10% of students were placed in the developing (lower) level, 49.40% in the achieving (middle) level and 18.50% were distributed into the extending (higher) level. In 2015, the median score for Part B was 51.92%, whereas in 2016, the median score for Part B was 56.86% indicating another positive improvement in results. The overall score across all schools for Part B, including our school average, was 60.00% indicating that our students have maintained the Diocesan average over the last two years.

Combining Parts A and B, 29.60% of students were placed in the developing (lower) level, 66.70% in the achieving (middle) level and 3.80% were distributed in the extending level for Religious Literacy.

## **School Review and Improvement**

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School Review and Improvement (SRI) is an on-going 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 2016:**

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

##### 1.3 Catholic Life and Culture

Goal: To develop a stronger sense of staff and student ownership of our shared faith life; incorporating relevant & engaging RE lessons, shared resources, new & improved Liturgies; broader involvement in various missions and stronger connections with youth ministry.

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

##### 2.2 Rights and Responsibility

Goal: To implement the new Behaviour Management Policy and to ensure that it is embedded in school culture.

#### **Key Area 3: Pedagogy**

##### 3.2 Provision for the diverse needs of learners

Goal: To build capacity in staff members to deliver a curriculum that allows access for all students. This would include the alignment of school practices with the soon to be developed CEO policy about diverse learning needs.

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

##### 4.3 An ethical workplace culture

Goal: To create a school culture where all staff interactions with each other, students and the wider community are positive, based on the school's mission and values; supported by appropriate role descriptions, consistency and transparency for all staff.

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

##### 5.1 ICT resources

Goal: To improve the delivery of curriculum and student learning through provision of fully integrated contemporary ICT facilities, resources and systems (hardware and software).

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

7.2 Innovation, development and change

Goal: To develop a whole school approach to learning technology by increasing staff awareness of effective software. (Use peer observation sheets to record and, in turn, evaluate positive progress in pedagogy).

## **School Review and Improvement components to be reviewed and rated in 2017:**

### **Key Area 3: Pedagogy**

3.1 Curriculum Provision

### **Key Area 3: Pedagogy**

3.5 Assessment

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

4.1 Recruitment, selection and retention of staff

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

4.4 Succession planning

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

5.4 Financial management

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

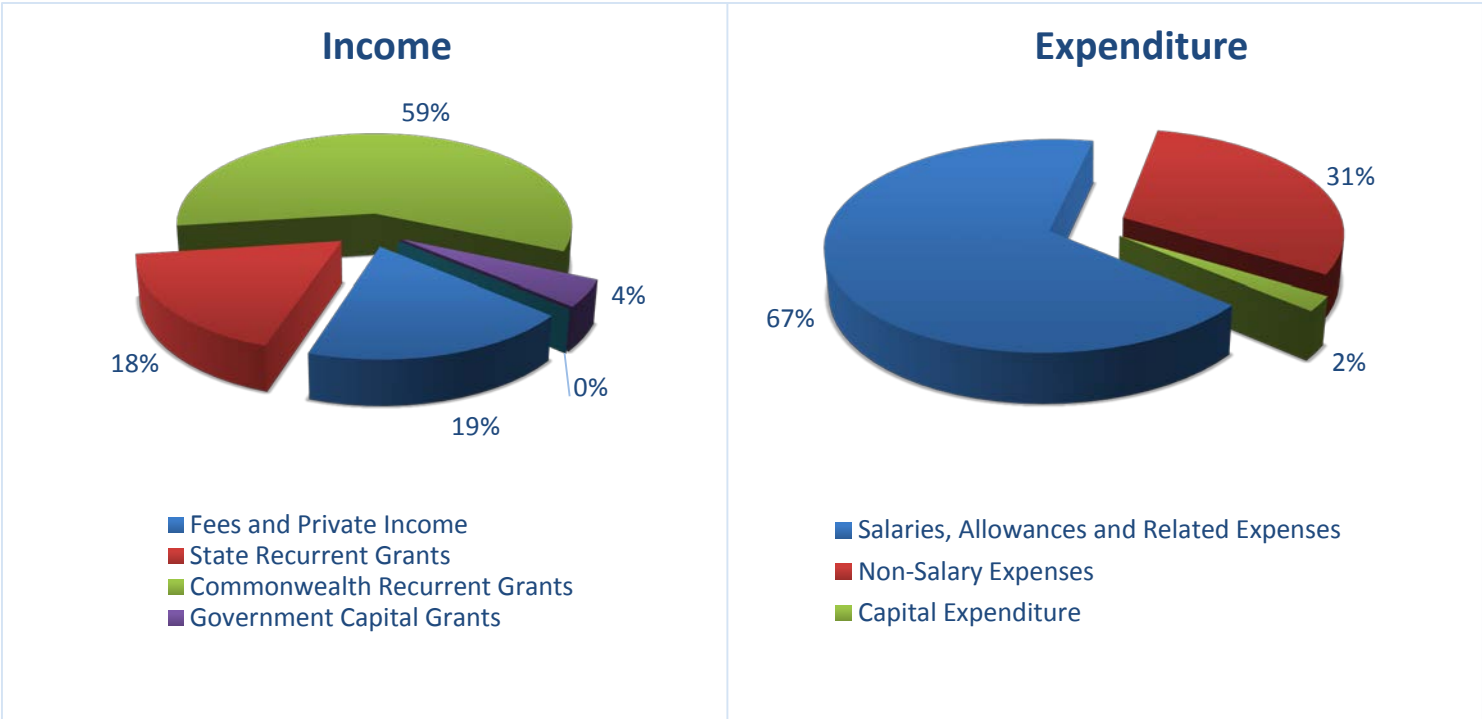
7.1 Planning for improvement

## **Financial Summary**

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The overall good school fee collection rate and the continued support of the Parents and Friends' Association, once again enabled the school to meet all of its financial obligations. Once again, due to continued economic hardship experienced by many families there has been a further increase in the number of families who have used direct debit, BPAY or other instalment payment methods, 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 2016. This data is taken from the 2016 financial return to the Australian Government Department of Education and Training.



**Student Welfare**

Pastoral care in 2016 focused on strengthening community. During whole school assemblies, year meetings, Homeroom and classroom learning experiences positive relationships with, and deepening connections between, members of the school and wider communities, were emphasised and celebrated.

Junior and Senior Learning Assemblies were held during second, third and fourth terms aimed at developing a ‘growth mindset’. Students from a variety of Key Learning Areas demonstrated belief in their ability to learn from setbacks, meet challenges, show resilience in learning, confront deficiencies and correct them without direction, as well as 21<sup>st</sup> Century skills such as decision-making, problem-solving and critical thinking.

St Joseph’s established a partnership with Shellharbour City Council Youth Services Team. This resulted in two activities being offered to students including the Mural Project and Healthy Relationships Program. Both activities provided a means for Youth Workers from Shellharbour City Council to establish relationships with students and connect them with local support services. Students involved in these activities reported an increase in self-esteem, confidence and positive connections with members of the school and wider community.

Pastoral Care Days for students in Year 7 included a day trip to *Jamberoo Action Park* in February, where students were encouraged to get to know their peers. Year 7 later experienced the Brainstorm production *The Hurting Game*, designed to show students how ongoing negative relationships at school and online can affect their self-esteem and their future.

Pastoral Care Days for students in Year 8 included gender-based learning experiences. Girls listened to a presentation delivered by *Enlighten Education* called *Lovability*, which shared important messages on unpacking gender stereotypes, critically assessing popular culture and discovering what really makes

young women attractive to others. Underpinning this presentation were key teachings on self-respect and resilience. Concurrently, boys participated in the *Top Blokes* presentation, which provided a positive platform for young men to develop personal qualities including integrity, character, respect for others and becoming positive role models to their peers. A *Telstra Fund Grant* was offered to St Joseph's Catholic High School for a cybersafety presentation to Years 7 and 8 in November, by *Project Rockit*.

The aim of the Pastoral Care Day for students in Year 9 was to effectively promote the mental health and wellbeing of students and provide useful information for young people on managing or supporting friends with mental health difficulties. Highlights of the day included a presentation and workshop by guitarist and motivational speaker Mr Lorin Nicholson. This presentation focused on overcoming adversity, positive behaviours, resilience, anti-bullying and respect. Students also participated in a chosen activity designed to boost mental health. Choices included yoga, sport, amazing race or apps/games for mental health.

Students in Year 10 attended a workshop presented by *Elevate Education* on study skills and time management in readiness for their first senior year in 2017. They also experienced *All my Own Work*, designed to introduce skills such as referencing appropriately and avoiding plagiarism.

Pastoral activities for students in Year 11 included a presentation on leadership from *Oxygen* by former Olympic athlete Glen Gerreyn who reconnected students with their purpose, finding meaning in the present and seeing new possibilities for the future.

Staff participated in a survey about 'Students and their Learning' and 'Rights and Responsibilities.' Major findings included the need to give more clarity around responsibility for behaviour issues in the playground. Procedures for behaviour management for 2017 have been simplified and published to staff. Students were also involved in developing a statement on 'Rights and Responsibilities.' Further review of effective practices, interventions and strategies for whole school approaches to behaviour will continue with the implementation of *B.O.W.L. (Behaviour Options for Wellbeing and Learning)* in 2017.

*Managing Student Pastoral and Educational Concerns* referrals were submitted to the Catholic Education Office Diocese of Wollongong for attendance/school refusal and behavioural concerns. Personalised plans were developed for students under the broader definition of disability, providing adjustments for students to work towards specific goals in the learning environment.

CatholicCare counsellors provided students with individualised support on a range of issues including anxiety and stress management, respectful relationships and conflict resolution, social skill development, body image concerns, goal-setting and resilience in learning. CatholicCare ran social skills groups for girls and boys in Year 7 and linked St Joseph's with community and professional organisations in order to meet specific student and family needs.

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*** are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan ***Complaints Handling Procedures*** form 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](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2016.

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**

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The continuous improvement of Learning and Teaching has continued to be a high priority for the St Joseph's school community.

### **Curriculum and Pedagogy**

#### ***Syllabus implementation***

During 2016 St Joseph's staff planned the implementation of the new Geography syllabus for both Year 7 & 9 students to be taught in 2017. Consultation for the new English, HSE, Science and Mathematics' syllabi also started in 2016 and this was reflected in staff involvement in meetings and evaluations of the proposed courses.

#### ***Assessment and reporting***

The main focus in 2016 was the consolidation of a variety of assessment tasks and strategies across all Key Learning Areas (KLAs) and all courses. This was essential to ensure that all assessment was used to improve student progress, along with teaching practice. It was critical to ensure that student work met the standards required for each stage. All assessments tasks and strategies aimed to provide students with a range of opportunities to demonstrate their understanding of course content and course outcomes.

The use of integrated learning statements in reporting continued in 2016, the use of these learning statements allowed parents to have specific, relevant and actionable feedback on their child's abilities and progress in each course.

#### ***Technology supporting learning***

Throughout the school year there was a progressive movement towards staff working holistically with Google Classroom and a continued focus on Google Drive. All compliance documentation continued to be collected digitally in one location, this ensured accountability from all staff for compliance of KLAs. The information was collated to ensure that learning improvement remained the outcome.

There was a strong focus on the use of Google Calendar to help with student organisation, staff also focused on the use of Google Classroom to digitise their classroom and manage digital resources more efficiently for their students.

### **Cross Curriculum**

#### ***Literacy strategies***

Intervention strategies to improve student literacy continued to be identified and written into Stage 4 programs with a renewed focus on using NAPLAN data to address areas of concern. All staff were involved in professional development around Literacy.

A Literacy Coordinator position was created to offer further support and information to staff. Part of this position saw the planning and preparation for a targeted PBL (Project-Based-Literacy) program for Year 7 2017 students. This program was created with a strong cross-curricular focus and was based around the application of literacy skills to authentic tasks, using models of Project Based Learning.

### ***Numeracy strategies***

Planning took place in 2016 for Diocesan wide Stage 4 (Year 7) numeracy project. This project aimed to increase the capacity of teachers to significantly raise achievement in numeracy in order to improve learning outcomes for students in Year 7-12.

### ***Indigenous Education***

During 2016 plans were put into place in for the creation of Personalised Learning Plans (PLP) for the indigenous students enrolled at St Joseph's. The development of these plans along with the use of internal and external data, are used to develop realistic and specific learning goals for each indigenous student.

### ***Environmental Education***

The planning and preparation of an Environmental Club started in 2016. Staff and some students met regularly to identify the environmental needs of the school community and plan for the implementation of the Environmental Club in 2017.

### **Meeting the needs of all students**

#### ***Gifted Education***

The area of diversified learning, gifted education has been a priority in 2016. Academic enrichment classes 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***

In 2016 the Special Education focus continued to be the shift of special education away from the 'withdrawal from mainstream classes model' to having students supported 'within their regular classes'. Differentiated practice was an area of learning and teaching at St Joseph's that was identified for further development in 2017 to continue the support of the integration of students with specific learning needs.

### **Expanding Learning Opportunities**

External competitions across all areas of the curriculum were encouraged as opportunities to gain added academic experiences throughout 2016. Students participated in the Australian Geography Competition, Australian History Competition, ACER- Assessment of Language Competence, ICAS Mathematics Competition and Australian Mathematics Competition.

Sport remained a significant element of school life in 2016, providing many experiences for students. Students were involved in internal and external sporting opportunities, with over 30 different sports offered to students. Students had the opportunity to trial for school based teams to represent at Diocesan level, with many students being selected to further represent the school and Diocese at NSW CCC level.

Students were also able to showcase their abilities and talents in the 2016 school musical “Hairspray”, with 106 students involved with the production in either the cast or crew. Students were also invited to participate in the newly formed St Joseph’s Card Making club to further their interests in Creative Arts.

Students were given the opportunity to develop their debating skills in 2016. The school entered student in both the SWORDS competition at Wollongong University and the South Coast Debating Competition.

The implementation of a modified MakerSpace program took place in 2016. This program provided an opportunity where students gathered in a safe, supportive environment to explore, tinker, create and discover. Technology and hands-on materials were available to students in Year 7-12 with the aim of helping them share their knowledge and build positive relationships with their peers. There are plans to further this program in 2017.

Vocational Education and Training (VET) courses were undertaken at St Joseph’s in 2016 in the form of Hospitality, Construction and IDMT. In 2016 St Joseph’s had a number of students continue in workplace traineeships and an increasing number of students opted to undertake TAFE delivered VET (EVET) 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**

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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 average in some elements in both Year 7 and 9. The 2016 Year 7 cohort demonstrated a significantly lower level of reading than in the past 3 years and writing results sees approximately 30% of our students in the lowest 2 bands (ANMS or below) with Grammar and Punctuation at approximately 29% (ANMS or below).

The 2016 Year 9 cohort have demonstrated some growth in the Reading component of NAPLAN, whilst it is below state average, there has been a significant improvement in this area over the past 3 years. Growth in Reading, Spelling and Numeracy were all above 50% for the 2016 cohort.

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.

<b>NAPLAN 2016:</b>	<b>YEAR 7</b>	<b>YEAR 9</b>
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% in Bands		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	21%	56%	23%	16%	71%	14%
	National	17%	55%	26%	22%	56%	21%
Writing	School	30%	60%	10%	47%	46%	7%
	National	27%	56%	16%	38%	30%	12%
Spelling	School	17%	56%	27%	26%	59%	15%
	National	18%	53%	28%	23%	54%	22%
Grammar & Punctuation	School	29%	51%	20%	35%	53%	12%
	National	20%	51%	28%	27%	55%	16%
Numeracy	School	17%	65%	19%	19%	69%	12%
	National	15%	53%	30%	18%	58%	23%

National Band Distributions are calculated by ACARA based on the total number of students in each cohort, including those who did not complete NAPLAN. School Band Distributions have therefore been calculated also using the total number of students in each cohort, including those who did not complete NAPLAN. As such, the total percentage across all Bands may not add up to 100% as the students who did not complete NAPLAN are not allocated a Band.

### 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 2016: % AT or ABOVE NMS		YEAR 7	YEAR 9
Reading	School	95%	97%
	National	95%	93%
Writing	School	93%	79%



	<b>National</b>	90%	83%
<b>Spelling</b>	<b>School</b>	96%	88%
	<b>National</b>	93%	90%
<b>Grammar &amp; Punctuation</b>	<b>School</b>	93%	88%
	<b>National</b>	93%	91%
<b>Numeracy</b>	<b>School</b>	95%	98%
	<b>National</b>	96%	95%

### Record of School Achievement

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 44 students in 2016.

### Higher School Certificate

There was a significant improvement in HSC results from 2015 to 2016, with an increase in overall Band 6 results (43). There were also significant gains made in the Band 4-5 range, with a combined total of 416 achieved. The year 2016 also saw a reduction in the number of Band 2's received by students and the 2016 cohort received no Band 1's. Ancient History, Community & Family Studies, Hospitality and Industrial Technology were all well above 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.

Students demonstrated great growth across a number of subjects in the 2016 HSC.

#### Student Achievement (Band Performance)

Band Performance (% in Bands)		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6
<b>English (Standard)</b>	<b>School</b>	1.00	81.00	18.00
	<b>State</b>	12.67	73.83	13.47
<b>English (Advanced)</b>	<b>School</b>	0.00	35.00	65.00
	<b>State</b>	1.04	36.94	62.00
<b>Mathematics General</b>	<b>School</b>	8.00	71.00	21.00

	<b>State</b>	24.31	49.77	25.89
<b>Mathematics</b>	<b>School</b>	3.00	43.00	53.00
	<b>State</b>	7.79	39.51	52.67
<b>Biology</b>	<b>School</b>	0.00	79.00	21.00
	<b>State</b>	9.74	54.94	35.28
<b>Ancient History</b>	<b>School</b>	0.00	45.00	55.00
	<b>State</b>	17.42	51.54	31.01
<b>Business Studies</b>	<b>School</b>	0.00	78.00	22.00
	<b>State</b>	12.84	52.37	34.75
<b>Music 1</b>	<b>School</b>	0.00	20.00	80.00
	<b>State</b>	1.70	35.24	63.02
<b>Studies of Religion I</b>	<b>School</b>	2.00	53.00	45.00
	<b>State</b>	5.10	44.78	50.09
<b>Industrial Technology</b>	<b>School</b>	0.00	63.00	38.00
	<b>State</b>	22.14	51.82	26.01
<b>Community and Family Studies</b>	<b>School</b>	0.00	36.00	64.00
	<b>State</b>	14.15	54.87	30.95
<b>Personal Dev, Health and Physical Education</b>	<b>School</b>	0.00	62.00	38.00
	<b>State</b>	16.49	48.70	34.78

Student Achievement (Mean Performance)

<b>Mean Performance (%)</b>	<b>Students</b>	<b>School</b>	<b>State</b>
<b>English (Standard)</b>	79	72.94	68.70
<b>English (Advanced)</b>	26	82.05	80.72
<b>Mathematics General</b>	66	71.83	68.51
<b>Mathematics</b>	30	78.52	77.84
<b>Biology</b>	38	74.13	73.71
<b>Ancient History</b>	11	80.32	71.16
<b>Business Studies</b>	32	73.04	73.21

<b>Music 1</b>	5	83.72	80.91
<b>Studies of Religion 1</b>	66	38.83	38.34
<b>Industrial Technology</b>	8	78.68	69.02
<b>Community and Family Studies</b>	11	80.91	72.20
<b>Personal Dev, Health and Physical Education</b>	13	73.40	72.13

#### Comparative Performance over Time

<b>School Performance (%)</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>English (Standard)</b>	68.29	71.72	67.00	72.94
<b>English (Advanced)</b>	76.13	79.20	75.79	82.05
<b>Mathematics General</b>	65.87	68.32	67.46	71.83
<b>Mathematics</b>	70.81	76.17	72.56	78.52
<b>Biology</b>	71.31	72.02	68.47	74.13
<b>Ancient History</b>	71.36	72.91	67.34	80.32
<b>Business Studies</b>	73.10	69.03	67.56	73.04
<b>Music 1</b>	87.63	85.98	80.10	83.72
<b>Studies of Religion 1</b>	37.00	38.14	36.17	38.83
<b>Industrial Technology</b>	78.73	80.24	71.63	78.68
<b>Community and Family Studies</b>	81.23	77.50	73.10	80.91
<b>Personal Dev, Health and Physical Education</b>	75.79	76.57	74.51	73.40

## Parent, Student and Staff Satisfaction

Satisfaction data has been collected from parent, student and staff surveys as well parental attendance data and participation rates in parent forums and P & F meetings held throughout the year.

Again, students indicate that they feel safe and are proud to attend St Joseph's Catholic High School as well as appreciating the wide range of co-curricular activities in which they are able to participate. Students felt that they could be further encouraged and challenged with academic coursework so as to achieve better learning outcomes and that further refinement of behaviour management procedures be implemented to ensure that 'distracting' students do not negatively impact on their classroom learning opportunities.

Parent responses continue to indicate that they are very satisfied that 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 clearly indicate that the school provides a variety of opportunities for faith nourishment and development as well as providing a safe and supportive environment. Staff indicated that the planned implementation of B.O.W.L. (Behaviour Options for Wellbeing and Learning) in 2017 is a positive step in promoting student wellbeing and learning.



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