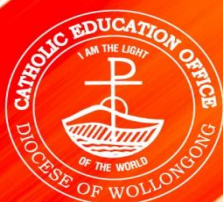


Annual School Report

2014



About This Report

St Joseph's Catholic High School, Albion Park is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) and managed by the Catholic Education Office (CEO), Diocese of Wollongong. The CEO 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 CEO. This Report has been approved by Wollongong CEO to ensure compliance with all (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 2015.

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

St Joseph's Catholic High School
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Principal: John Barrington
Date: 27 March 2015

Vision Statement

As a Catholic School we provide and nurture a caring and academic environment proclaiming the teachings of our faith, enabling individuals to make a positive contribution to an ever-changing society.

Message from Key School Bodies

Principal's Message

2014 marked the thirty-third year of St Joseph's Catholic High School providing quality learning and teaching. Liturgical celebrations have been an integral part of school life throughout 2014. 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 life of the school. Throughout the year the students have continued to demonstrate their commitment to social justice initiatives. An increased focus on learning and teaching pedagogy, including the increased use of ICT, has resulted in increased student engagement and achievement in their learning.

Parent Involvement

The Parents and Friends' Association (P&F) continues to be a very active organisation supporting the school as well as providing opportunities for parents to meet one another. Regular monthly meetings provide updates of what is happening in the school community as well as covering a wide range of issues during general business. A very important function of the P & F is assisting the parent community in the provision of the uniform shop. The social trivia night was another positive initiative to help build community spirit.

Parents and Friends' Association, President

Student Leadership

Fund raising has continued to be a focus of the Student Representative Council (SRC), with much needed money being directed toward St Vincent de Paul, Catholic Missions and Little Joey's. The enthusiastic SRC members worked hard organising school socials and sausage sizzles, generating funds and bringing some hope to those who need it most. The annual "Giving Mass" was again an impressive expression of service and support to those who are in need in the local community.

The involvement and willingness of students to support key events taking place, often out of school time, has been a highlight and the school is proud of what the students have achieved.

School Leaders

School Profile

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 to 12 and has a current enrolment of 985. 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 to coastal centres to 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

2014 Enrolments	
Boys	454
Girls	531
Total	985
Indigenous	18
LBOTE	21

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 and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2014.

Student Attendance

2014 Attendance	Male	Female
Year 7	94.3%	93.8%
Year 8	92.4%	90.8%
Year 9	92.6%	90.4%
Year 10	91.0%	91.0%
Year 11	89.0%	87.0%
Year 12	91.0%	89.0%
Whole school	92.0%	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 used 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 2012	175
Year 12 Enrolment at Census Date remaining in Year 12 at end 2014	141
Actual Retention Rate (%)	81%

Student Attainment in Senior Years

Years 11 - 12 2014	
% of students undertaking vocational training or training in a trade during Years 11 and 12	37%
% of students who have completed at least one (1) VET course	16%
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100%

Destination Survey

2014	Year 10	Year 11	Year 12
No of School Leavers	17	10	141
University	-	-	78
TAFE/Tertiary	4	1	16
Employment	9	8	42
Other School	4	1	-
Other/Unknown	-	-	5

Staffing Profile

There are a total of 75 teachers and 23 support staff at St Joseph's Catholic High School. This number includes 57 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 2014 was 95.7%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2013 to 2014 was 93 %.

Professional Learning

During 2014, 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 98 staff.

These days focused on:

- Curriculum - 'Assessment for Learning' led by the Curriculum Coordinator highlighting to staff the benefits of including this type of assessment in their daily teaching;
- Pastoral - facilitated by international keynote speaker, educator, writer and educational consultant, Dan Haesler. He led the staff in workshops exploring the latest statistics in relation to the issues faced by adolescents, the importance of teacher-student relationships and the creation of purposeful projects designed to engage;
- Disability Standards: staff were briefed on the Disability Standards for Education and requested to complete the associated compulsory e-learning modules as required;
- Staff Spirituality - staff developed a clearer view in terms of the part that the School has to play as one of many of the branches of the Catholic Church in the Diocese of Wollongong;
- Information and Communication Technologies (ICT): – ongoing skills development and training packages;
- Human Resource Services: – update on a variety of issues including Child Protection and mandatory reporting; and
- First Aid and Cardiopulmonary Resuscitation (CPR) training

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

- Oliver Training – 2 Staff;
- Mentoring Teachers Day – 4 staff;
- CEO Higher School Certificate (HSC) Subject Meetings by Video Conference (2 sessions each) – 10 staff;
- Brownlow Conference – Backward Design and Assessment Strategies – 2 staff;
- Australian Council for Educational Leadership (ACEL) – Global Citizen Learning Technologies – 2 staff;
- Secondary Behaviour Management Module 1 (CEO) - 2 staff;
- National Assessment Plan – Literacy and Numeracy (NAPLAN) Writing & Grammar - 3 staff;
- Consistent Teacher Judgement – 2 staff;
- Teaching Preliminary (Business Studies) for the first time – 3 staff;
- Ian McLaughlin – Sentral Administration Recording Training for KLA Coordinators – 10 staff;
- Lisa McGinnes-Smith – Increasing Performance Leadership Session – 3 staff;
- HSC DeCourcy Analysis – 2 staff;
- Bringing Computing to Life – 2 staff;
- The iPad Classroom iLearn 2014 (2 days) - 3 staff;
- Boosting Students Performance in the HSC English – 2 staff;
- CEO iPads in Science Australian Curriculum Project (4 days) – 1 staff;
- Secondary Australian Curriculum English Project CEO Project – 2 Staff;
- Learning for Leadership – 2 staff;
- Post School Program Eligibility Assessment Webinar – 2 staff;
- Legalwise – School Law – 2 staff (1 day each);

- AC English, HSIE, Science & Mathematics Professional Learning Days (CEO funded) – 3 staff;
- Beginning Teachers CEO Spiritual Formation Day (4 staff);
- Drama Collaborative Planning – 2 staff;
- Teach Meet – Digital Technology – 2 staff;
- Teaching and Learning Community Focus Group before school Meeting (cost of breakfast only) - 12 staff;
- CEO Academic writing for the Australian Curriculum 2 days– 2 staff plus 1 day – 1 staff;
- Stage 4 & 5 Australian Curriculum Planning – 27 staff;
- Studies of Religion Twilight Conference – 2 staff;
- Personalised Language Learning with iPads – 3 staff;
- Oxford Education Conference –Leading the Way with the Australian Curriculum - 4 staff;
- Sentral Administration Use - Support Training visit – 9 staff ;
- Work, Health & Safety Training – 1 staff member;
- Mind Matters – 2 staff;
- Special Needs Successful Learning Conference – 2 staff;
- Human Society and Its Environment (HSIE) and English New Australian Curriculum Planning Day – 7 staff;
- Planning for new subscriptions for HSC English – 6 staff;
- Teaching Society and Culture Revised Syllabus – 2 staff;
- Religious Education Literacy Examination marking – 2 staff;
- Suicide Prevention Workshop - 1 staff;
- Mathematical Association of NSW Conference – 4 staff
- Drug and Alcohol Research and Training Australia (DARTA) – 2 staff;
- CEO 2015 Religious Education Curriculum – 2 staff;
- CEO Suicide Prevention, Intervention and Postvention Guidelines Preparedness Training Workshop 1 – 3 staff;
- Information Technology Spotlight Expo (2 days– 4 staff: 3on Day 1 and 1 on Day 2);
- Teacher Training Australia (TTA) Better Assessment Improving Feedback, Reducing Correction – 4 staff;
- Online Tutorial for eDiary implementation – 4 staff; and
- Headspace Storm Skills (2 days) – 2 staff.

The average expenditure by the school on professional learning per staff member was \$485.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$481.

Catholic Life & Religious Education

Significant highlights during 2014 included:

- Increased participation by students and staff in the prayer and liturgical life of the school. Examples include homeroom prayer, a palm burning liturgy on Shrove Tuesday preceding Ash Wednesday Liturgies, and the annual end-of-year Giving Mass involving the whole school community and the local St Vincent de Paul Conference celebrated by Fr Paul Gurr from the Jamberoo Abbey.
- The coordination and implementation of activities designed to improve student understanding and participation in the Mass - two highlights were a combined Yr 7 Retreat day with students from Corpus Christi Catholic High School which involved an “instructional Mass” led by Fr David Catterall, and, a combined choir involving staff and students from St Joseph’s and Corpus Christi leading the singing at the Holy Thursday “Mass of the Last Supper” at St Paul’s Parish Albion Park.
- The continued awareness raising in regards to Asylum seekers. Two particular successful events were the “Detention for Detention” program for students run by Catholic Mission and a staff morning tea facilitated by SCARF, a local organisation providing opportunities for refugees to promote their culinary skills.
- Staff Spirituality Day which focused on the role each staff member undertakes on behalf of the Bishop to be people of “mission”.
- The provision of financial support to students who attended iStand weekend retreats organised 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 and a presentation given by Sister Teresia from Jamaica.
- Religion classes researching and financially supporting a MacKillop Foundation program.
- Student involvement as catechists in local State Primary Schools, assisting sacristans at St Paul’s Parish in 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 totalled \$23,917.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 8 students was successfully completed within schools across the Dioceses in 2014. The school cohort in 2014 consisted of 160 Year 8 students who sat the Religious Literacy Assessment (Part A) on 18 August 2014 and 176 completed the Extended Task (Part B). The Extended Task was based on the Unit: Early Christian Communities and undertaken during Term 3.

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:

- knowledge of the Early Church; Bible and sacred stories and Christian ideals and the application of these ideals; and
- responding to questions requiring short answer and open ended responses.

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

- responding to multiple choice questions;
- the Rite of Christian Initiation of Adults (RCIA) program; and
- significant women and men in the Early Church.

For Part A, 60% of students were placed in the developing level, 40% in the achieving level and 0% were in the extending level.

For Part B, 41.7% of students were placed in the developing level, 49.1% in the achieving level and 9.2% were in the extending level.

Combining Parts A and B, 42.8% of students were placed in the developing level, 54.7% in the achieving level and 2.5% 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 2014:

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

1.4 Parents, parishes and the broader Church

Goal: To provide increased links between the school, parish and the broader Church.

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

2.3 Reporting student achievement

Goal: To streamline and improve current reporting methods.

- **Key Area 3: Pedagogy**

3.4 Planning, programming and evaluation

Goal: To develop greater collaboration and consistency in the planning of quality programming and evaluation to respond directly to students diverse needs.

- **Key Area 5: Resources, finance and facilities**

5.2 Uses of resources and space

Goal: To ensure that there is more equitable allocation of resources.

5.3 Environmental stewardship

Goal: To encourage students to care more for the school grounds and broader environment.

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

6.1 Parent involvement

Goal: To improve communication with parents in order to increase their involvement, awareness and participation in school activities.

School Review and Improvement components to be reviewed and rated in 2015:

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

1.2 Religious Education

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

2.5 Pastoral Care

- **Key Area 3: Pedagogy**

3.7 Professional learning

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

4.2 Professional development of staff

4.5 Overall compliance with legislation and other requirements

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

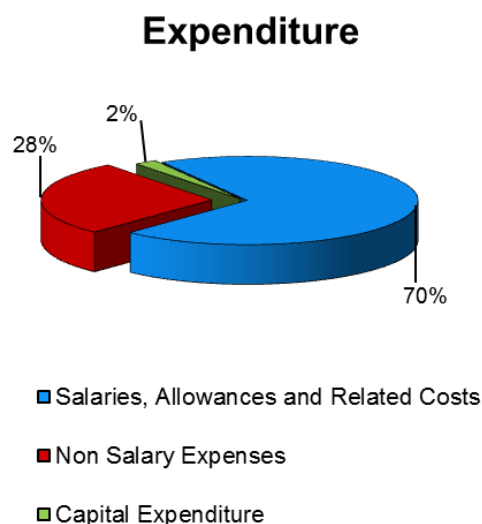
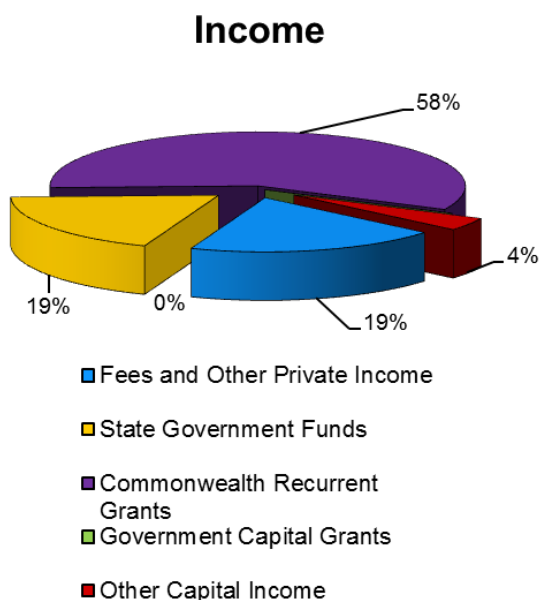
6.2 Reporting to the community

The above components have been selected for review in 2015 as they link with wider diocesan initiatives (e.g. links with Diocesan Pastoral Plan), school infrastructure developments (e.g. school building project) or learning and teaching focus areas for 2015 (e.g. student reporting processes or programming for the full implementation of the Australian Curriculum).

Financial Summary

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. 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 other installment 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 2014. This data is taken from the 2013 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.



Student Welfare

While pastoral care continued to endeavour to meet the wellbeing and welfare needs of the student body, it was also very focused on supporting better learning gains for students.

Pastoral care initiatives implemented included a continuation of the relatively new assembly structure, allowing for more specialised assemblies, presented by a team of students under the guidance of the Year Coordinator. The assembly topics were based on the school's Pastoral Plan, devised at the end of 2013 and following the school's motivational motto. The school's motto for 2014, "*Move Forward*", became the basis of the Pastoral Plan and allowed for themes such as motivation, opportunity, values and enthusiasm to be explored.

Pastoral Care implemented a number of specific programs to help manage bullying and behaviour. The Peer Support program was employed for the Year 7 cohort and involved more than fifty Year 9 students as leaders. These leaders were actively involved in the Year 7 “Getting to Know You” days early in the year and continued to exercise their leadership role throughout the year. The Year 9 “Incentive Camp”, which allowed for a restricted number of students to attend, continued to be effective for the behaviour management of Year 9. The Peer Tutoring program, which involved senior students tutoring younger members of the community, also helped build better relationships across the year groups. Guest presenters, including David Kobler, “Top Blokes” and productions such as “Cyberia” and “Crisis Of a Feminine Kind”, helped reinforce the messages of the Pastoral Plan.

Other important initiatives included the running of a “Boys Group”, which involved a specially selected small group of boys at risk, meeting once a week to engage in a programme designed to help them build self esteem and experience achievement. CatholicCare also ran two “Girls Groups”, which were designed to produce similar outcomes. To support the school’s Anti-Bullying Policy, a bullying survey was conducted among the junior school, checking for severity and possible perpetrators and victims of bullying. Identified individuals were interviewed and counselled where necessary. A student wellbeing survey was conducted to gather data to inform planning for the 2015 school year and a staff wellbeing survey was also conducted, resulting in some healthy and productive discussion.

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 2014.

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

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

Curriculum and Pedagogy

2014 was a busy year in the area of curriculum and pedagogy. It saw the implementation of new syllabuses and subsequent learning and teaching programs across the Key Learning Area's (KLA's) areas of Human Society and its Environment (HSIE), Mathematics, English and Science. Faculty time was allocated to KLA's at the end of 2014 to continue the development of new and existing programs for the continued roll out the new syllabuses in 2015.

The biggest initiative in pedagogy was the whole school approach to formative and informal assessment. St Joseph's went about reducing the amount of formal assessment and instead introduce more ongoing, informal assessment to ensure that all students are consistently developing the skills required in each course. Throughout 2014 staff have been creating and implementing ongoing assessments to check for student understanding and success of their teaching. This shifts the learning culture to an "every lesson counts" approach that research indicates has the biggest impact on learning. This approach will continue in 2015. Reporting has been fully integrated onto Sentral and throughout 2015 it will expand the way in which Sentral is used to engage parents through the use of the Parent Portal. This will include a continuing review of the type of report provided to parents throughout each school year.

Year 10 to 12 students used laptops to assist their learning while Year 7 students commenced using iPads. The use of technologies in supporting learning and teaching experiences has complemented the whole school approach to assessment.

Cross Curriculum

Literacy and Numeracy were identified as critical in 2014. As a response to trend data from NAPLAN and HSC, a specific literacy program was developed for implementation in Year 7 2015 with a view to it being expanded into Stage 5 in 2016. The program addresses areas identified as weaknesses for the incoming students through ACER testing in the orientation process. This testing will be expanded into each subsequent year group. Coupled with the development of Excel documents that have the ability to provide teachers with class lists of Literacy and Numeracy data, teachers will be able to target the areas that their students find challenging.

In addition, both the Leadership team and KLA coordinators have identified Literacy as a focus area for 2015. A whole school approach has been developed to ensure that there is a purposeful and consistent approach to Literacy.

St Joseph's implemented a Numeracy intervention program. Orientation assessments identified a below average standard in a large number of the Year 6 students coming into St

Joseph's. An intervention program was developed and will continue in 2015 in order to address identified deficiencies in the Numeracy skills of the students.

Meeting the needs of all students

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 continue to remain a focus for St Joseph's.

Assisting students to develop responsibility for their learning is supported by the online learning platform of Moodle. This enables students to access resources and classwork outside of the school classroom environment.

Expanding Learning Opportunities

External competitions across all areas of the curriculum were encouraged. 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) allows 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 2014 St Joseph's had one student commence a school based apprenticeship in the Preliminary year. Increasing numbers of students have opted to undertake TVET courses allowing them to diversify their pattern of study and begin gaining qualifications that are relevant to their chosen pathway. Many students enjoyed significant success in the area of VET with one student being awarded Illawarra VET student of the year while another student was placed first in the state for Hospitality in the 2014 Higher School Certificate (HSC).

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.

The 2014 NAPLAN results indicated that further targeted work is required. With the assistance of the Catholic Education Office, a Numeracy intervention programme was undertaken. Course planning was also carried out in support of a literacy plan to commence in 2015.

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.

Please Note: Figures have been rounded to the nearest whole number.

NAPLAN 2014: % 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	13%	65%	22%	25%	58%	18%
	National	18%	54%	29%	24%	49%	27%
Writing	School	31%	56%	14%	42%	51%	8%
	National	30%	54%	16%	39%	45%	17%
Spelling	School	17%	58%	25%	19%	67%	14%
	National	17%	51%	31%	20%	55%	26%
Grammar & Punctuation	School	21%	54%	25%	34%	49%	17%
	National	21%	49%	30%	30%	46%	25%
Numeracy	School	18%	68%	14%	22%	55%	24%
	National	19%	53%	29%	20%	51%	29%

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 2014: % AT or ABOVE NMS		YEAR 7	YEAR 9
Reading	School	100%	93%
	National	95%	92%
Writing	School	97%	75%
	National	89%	81%
Spelling	School	94%	92%
	National	93%	91%
Grammar & Punctuation	School	95%	87%
	National	93%	90%
Numeracy	School	97%	96%
	National	95%	97%

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 22 students in 2014.

Higher School Certificate

The 2014 HSC saw overall improved results in both band 5 and band 6's achieved. The highlight of the examinations was a student earning first place in NSW for Hospitality. The same student also was placed seventeenth in NSW for English (Standard). Strong performances were also achieved in Music and Senior Science. Continued focus on raising the results of the middle and lower order students has been very encouraging.

The HSC is reported according to a standards-referenced approach. The results for all 2 unit courses are reported as a percentage, referenced to standards with a mark of 50 representing minimum standard. Achievement is also reported in Bands 1 to 6 with Band 1 representing below *minimum* standard. For 1 unit or extension courses marks are reported out of 50. The following courses represent those that have been studied in all 8 Diocesan schools and that have a Diocesan candidature greater than 100. Hospitality has also been included as the highest candidature of all VET courses and is based on the examination mark only.

Student Achievement (Band Performance)

Band Performance (% in Bands)		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6
English (Standard)	School	0.00	89.05	8.22
	State	14.26	77.52	8.23
English (Advanced)	School	0.00	46.66	53.33
	State	8.21	76.94	14.68
General Mathematics	School	17.07	74.39	8.54
	State	24.04	50.63	25.33
Mathematics	School	3.85	65.39	30.77
	State	8.45	37.66	53.88
Biology	School	7.89	68.42	23.68
	State	13.82	57.73	28.45
Ancient History	School	5.56	72.22	22.22
	State	16.30	50.61	33.07
Business Studies	School	26.19	50.00	21.43
	State	11.59	51.11	37.29
Legal Studies	School	13.33	33.33	46.67
	State	15.20	44.57	40.22
Studies of Religion I	School	1.67	46.67	51.66
	State	5.93	45.22	48.86
Design and Technology	School	0.00	39.29	46.43
	State	4.77	57.89	37.32
Community and Family Studies	School	0.00	57.15	42.86
	State	8.45	54.48	37.06
Personal Dev, Health and Physical Education	School	0.00	57.14	42.85
	State	11.12	58.17	30.70
Hospitality	School	0.00	42.86	57.15
	State	4.21	59.86	35.92

Student Achievement (Mean Performance)

Mean Performance (%)	Students	School	State
English (Standard)	71	71.72	67.46
English (Advanced)	45	79.20	80.53
General Mathematics	82	68.32	68.89
Mathematics	26	76.17	78.37
Biology	38	72.02	71.65
Ancient History	18	72.91	71.68
Business Studies	41	69.03	74.00
Legal Studies	14	73.67	73.36
Studies of Religion I	60	38.14	38.15
Design and Technology	24	76.68	75.86
Community and Family Studies	21	77.50	74.37
Personal Dev, Health and Physical Education	21	76.57	72.86
Hospitality	21	81.90	75.23

Comparative Performance over Time

School Performance (%)	2011	2012	2013	2014
English (Standard)	65.01	71.86	68.29	71.72
English (Advanced)	76.21	74.98	76.13	79.20
General Mathematics	71.43	71.35	65.87	68.32
Mathematics	74.32	74.43	70.81	76.17
Biology	72.63	69.39	71.31	72.02
Ancient History	71.68	65.48	71.36	72.91
Business Studies	74.03	71.68	73.10	69.03
Legal Studies	73.08	74.74	79.58	73.67
Studies of Religion I	37.42	34.54	37.00	38.14
Design and Technology	79.07	74.92	77.91	76.68
Community and Family Studies	75.53	74.54	81.23	77.50
Personal Dev, Health and Physical Education	76.87	77.02	75.79	76.57
Hospitality	78.16	76.87	70.36	81.90

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. Again the area identified by students for future development is in relation to support in issues not related to course work.

Parent responses continue to indicate that parents 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 indicated that they would like to see more detailed information in their child's academic reports; a greater focus on the individual learning needs; and further support for students in their transition when leaving school.

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

