

Annual School Report

Secondary



2017



CATHOLIC EDUCATION
DIOCESE OF WOLLONGONG

About This Report

St Joseph's Catholic High School, Albion Park is registered by the NSW Education Standards Authority (NESA) 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 CEDoW to ensure compliance with all the NESA requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NESA, the Report will be presented to the parent body and be available on the school's website by 30 June 2018.

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

St Joseph's Catholic High School
PO Box 130
Albion Park 2527
Ph: 02 4230 8500
Fax: 02 4256 5793
Email: info@sjchsdown.catholic.edu.au
Website: www.sjchsdown.catholic.edu.au

Acting Principal: Mark Baker
Date: 14 December 2017

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

This year the school has focused on the principle of improvement. The goal has been to make a better school. "Making a better school" involves focusing on the resourcing, results, culture of the school in such a way as to engage the whole school community in the process of growth. The aim is to raise enrolment numbers, improve results and lift the profile of the school in the community. A core piece of evidence that a positive affect has been achieved is the growth of Year 7 enrolments for 2018.

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 (High School Musical), Year 7 Welcome Evening and Open Day, the Uniform Shop was outsourced this year to offer easier accessibility for parents ie online purchasing. Money was spent on resources such as: HSIE classroom furniture, new STEM supplies and resurfacing of the Basketball/Tennis court. The P&F are very cooperative with the school to assist in "Making a better school."

Parents and Friends Association, President

Student Leadership

In 2017, the focus of the Student Representative Council (SRC) was on representing the best interests of the student body and being a voice to make St Joseph's a better school. Elected students were called to: "act justly" to ensure that students are given a voice; "love tenderly" to be inclusive of all students; and "walk humbly with our God" to be active members of the school community. Consisting of thirty-six members, the members of the SRC were encouraged to not only represent the school at school, Diocesan and public functions and contribute to whole school assemblies, year meetings and homeroom, but to help identify and address the needs of the student body. The SRC listened to the needs of the student body to implement a

number of initiatives including the introduction of student ID cards, a new school hat design, a new student email policy and the availability of pants as part of the uniform for girls.

School Leaders

School Profile

School Context

St Joseph's Catholic High School is a Catholic systemic co-educational school located in Albion Park. The school caters for students in years 7-12 and has a current enrolment of 825. 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

2017 Enrolments	
Boys	387
Girls	438
Total	825
Aboriginal and Torres Strait Islander	16
LBOTE	17

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.sjchs.dow.catholic.edu.au and the CEDoW website: www.dow.catholic.edu.au. No changes were made to this Policy in 2017.

Student Attendance

2017 Attendance	Male	Female
Year 7	91.8%	91.3%
Year 8	91.2%	89.4%
Year 9	89.4%	89.6%
Year 10	88.9%	88.6%
Year 11	89.0%	88.8%
Year 12	90.6%	88.3%
Whole school	90.1%	89.2%

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, monitor 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

Year 10 Total Enrolment 2015	169
Year 12 Enrolment at Census Date remaining in Year 12 at end 2017	120
Actual Retention Rate (%)	71%

Student Attainment in Senior Years

Years 11 - 12 2017	
% of students undertaking vocational training or training in a trade during Years 11 and 12	28%
% of students who have completed at least one (1) VET course in either Year 11 or 12	25%
% of students in Year 12 attaining the award of Higher School Certificate or equivalent vocational education and training qualification	99%

Destination Survey

2017	Year 10	Year 11	Year 12
No of School Leavers	27	14	120
University	-	-	61
TAFE/Tertiary	2	3	21
Employment	7	11	36
Other School	18	-	-
Other/Unknown	-	2	2

Staffing Profile

There are a total of 68 teachers and 23 support staff at St Joseph's Catholic High School. This number includes 52 full-time, 16 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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2017 was 97.1%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2016 to 2017 was 90%.

Professional Learning

During 2017 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 91 staff.

These days focused on:

- Suicide Prevention Training
- Flipped Classroom Training
- The Accidental Counsellor Course - Rocki Biasi
- Implementation of BOWL.

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

- Literacy Courses and Focus Days (4 staff)
- English Teachers Association Courses (13 staff)

- NSW Board of Jewish Education (1 staff)
- Legal Studies Association (1 staff)
- Criterion Conferences focus on STEM (6 staff)
- ICTE Conference (1 staff)
- Photos Conference (2 staff)
- Leading Professional Development (3 staff)
- Learning Support Association Workshops (6 staff)
- Learning for Leadership – CEO (3 staff)
- Mental Health Conference (6 staff)
- Flipped Learning PD (2 staff)
- Assistant Principal Conference (1 staff)
- Toolkit for teaching workshop (2 staff)
- ISLA PD Librarian (2 staff)
- Diabetes NSW PD (1 staff)
- National Curriculum Services (1 staff)
- CAFS Marking stimulation PD (1 staff)
- Gamify your classroom (1 staff)
- Positive People Solutions (2 staff)
- Edval Timetable PD (1 staff)
- Cracking the hard class (1 staff)
- Lifting Languages (1 staff)
- Seasons for Growth (1 staff)
- Legal Wise Seminar (1 staff)
- Inspiration for teaching business studies PD (1 staff)
- National Young Leaders (1 staff)
- CSSA Forum (1 staff)
- Multi Lit Program (1 staff).

The average expenditure by the school on professional learning per staff member was \$439.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$592.

Catholic Life & Religious Education

Catholic Life, including shared Mission and Religious Education achievements continued to develop throughout 2017. The Mission Team (developed in 2016) has continued to grow and has brought about good progress in greater involvement in the commitment to mission.

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 has continued to become an integral part of school ritual. The fundraising activities have continued assisting charities such as Caritas, St Vincent de Paul Society, Mary MacKillop Foundation and Catholic Missions.

The SPARK Twilight Retreats started in 2016 have continued in 2017. These Youth Ministry evenings continue to be well supported by both staff and students and added a real sense of excitement and engagement of faith for the 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 (YMT).

The school also provides financial support for students to attend iStand weekend retreats organised and facilitated by the YMT. 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.

Religious Literacy Assessment

The Religious Literacy Assessment Program (RLA) for Year 8 students was successfully completed within schools across the Diocese. The school cohort in 2017 consisted of 131 Year 8 students who sat the RLA on 21 August 2017.

The performance of each student was described as developing, achieving or extending.

A significant improvement in the schools results has been ongoing since 2015. Compared to last year the number of students achieving in the lowest (developing) level has decreased by more than half, whilst student in the highest level have more than doubled. Students' achievement in the middle (achieving) level has also increased.

In the assessment 10.7% of students were placed in the developing level, 86.3% in the achieving level and 3.0% were in the extending level.

School Review and Improvement

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 2017:

Key Area 3: Pedagogy

3.1 Curriculum provision

Goal: To increase the degree of challenge and engagement by the curriculum with differentiation, evaluate the organisation of learning and timetabling to optimise teaching and learning time and to ensure effectiveness of assessment for learning.

3.5 Assessment

Goal: To (i) Increase use of data to inform assessment decisions; (ii) Outcomes to be assessed known and both formal and informal tasks in all subjects; (iii) Ensure validity of grade 'As'; and (iv) Implement 'after school homework hub' for Years 7-10.

Key Area 4: Human Resources Leadership and Management

4.1 Recruitment, selection and retention of staff

Goal: Replacement of staff as soon as possible with comprehensive information about the school's culture. Provide more opportunities for checking and monitoring of staff wellbeing and for new teachers to develop their teaching and leadership capacity.

4.4 Succession planning

Goal: To provide more opportunities for staff members to contribute to school leadership and to develop staff capacity to take on new responsibilities which will facilitate succession planning for the school.

Key Area 5: Resources, Finance and Facilities

5.4 Financial management

Goal: To evaluate whether KLA, administration, school and Representative Sport, and ICT Teams are strategically and effectively allocating funds for the significant benefit to the school community.

Key Area 7: Strategic Leadership and Management

7.1 Planning for improvement

Goal: (i) To ensure that the SRI is a valued process and recommendations are actioned, and actions communicated in a timely manner. (ii) To implement BOWL.

School Review and Improvement components to be reviewed and rated in 2018:

Key Area 1: Catholic Life and Religious Education

1.1 Vision and Mission

Key Area 2: Students and their Learning

2.1 Educational potential

Key Area 3: Pedagogy

3.2 Provision for the diverse needs of learners

3.3 Teaching practices

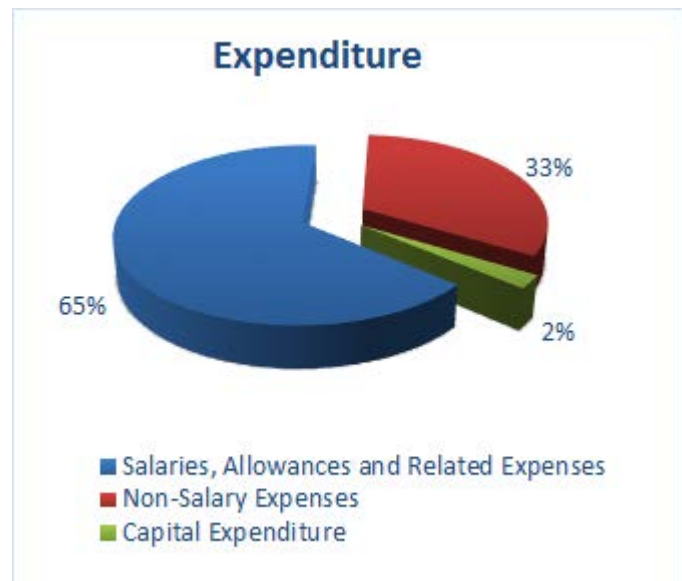
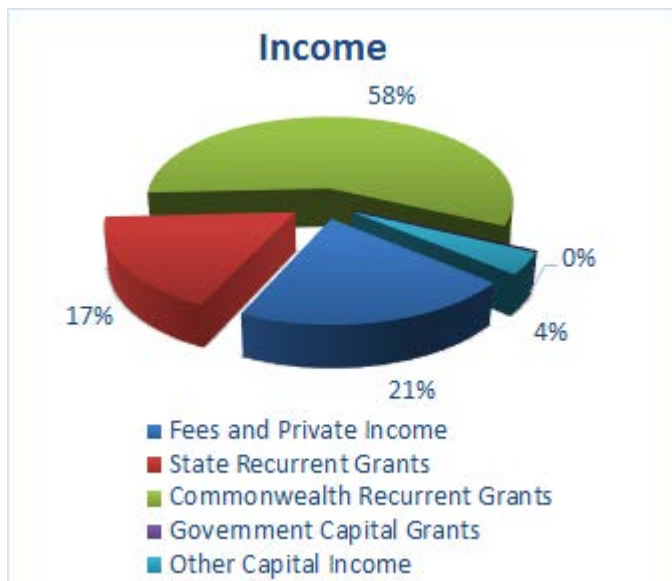
Key Area 6: Parents, Partnership, Consultation and Communication

6.1 Parent involvement

Financial Summary

The overall good school fee collection rate and the continued support of the P&F, 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 2017. This data is taken from the 2017 financial return to the Australian Government, Department of Education, and Training.



Student Welfare

Implementation of BOWL - (Behaviour Options for Wellbeing and Learning)

A BOWL Team consisting of seven staff was established in Term 1. This team met fortnightly and had one Planning Day per term. It is anticipated that student wellbeing and outcomes will be enhanced as a result of reduced problem behaviours as students are explicitly taught expected behaviours in each of the areas outside of the classroom.

Consistency of student management has been enhanced with the launching of a new correction sequence for staff, with guidelines for Sentral recording of low, medium and high behavioural incidents. To encourage students to strive to achieve their best in all school endeavours, the school has introduced hard copy Merit Certificates.

The implementation of the BOWL initiative will include a focus on the enhancement our systems for behaviour management inside of the classroom in 2018. Full implementation of the Program will take 3-5 years. Throughout the implementation phase, the school will continue to utilise data including student outcomes and results in NAPLAN and in the Higher School Certificate, Sentral Data for Reward Merits and Demerits as well as feedback from students, staff and parents to evaluate the practices and systems for behaviour management.

Completion of the Accidental Counsellor Course

This course was an initiative to up-skill school staff to:

1. Increase wellbeing for themselves and the students they support with evidence-based strategies from positive psychology
2. Listen and respond to the person's pain and suffering so they feel heard and understood. As a result, the person is more trusting that the staff member has understood, feel safer, and begin to feel calm
3. Empower students to discover "the next best step" using solution-focused language patterns.

Celebration of RUOK? Day on 14th September, 2017 was a significant event for the school community. A School Assembly was held to highlight the meaning and importance of the day. Students attended the the Mental Health Expo set up in the Hall in their Year Groups where they met representatives from the many external support services who attended the day.

Students and staff were informed of the various types of services offered by the school and the local community for them in times of crisis or need. Health Services represented included: Albion Park Youth and Community Care, Community Drug Action Team, CAYMS Area Health, PCYC, Lake Illawarra Police/Crime Management, Department of Sport and Recreation, Light House Youth Housing, Head Space, Family Services Illawarra and Relationships Australia, Southern Youth Family Services, Ability Links, Illawarra Legal Centre and CatholicCare Wollongong.

This event coincided with the Year 9 Pastoral Day, with the following Year Group experiences offered to Year 9:

1. The Mental Health Expo
2. Program Objective - Bullying, Anxiety and Resilience: A musical performance and presentation focused on the thoughts we create in our minds and how to control what we focus on. It also highlighted what a student can do if they feel bullied and a myriad of tools for facing problems and challenges in life. The key topics covered were personal capability, social capability, character building, confidence, resilience, mindset and journeys.
3. Police Liaison Officer presentation on sexting, social media/ and cyberbullying
4. Other school-based activities.

Essentially, this event promoted the mental health and wellbeing of our school community.

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 2017.

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 St Joseph's school community in 2017, with a focus on explicit teaching and innovative pedagogical practices.

Curriculum and Pedagogy

During 2017 St Joseph's staff implemented the new Geography syllabus for both Year 7 & 9 students. Staff took part in Diocesan wide planning and programming of the new English, Mathematics, HSIE and Science Stage 6 syllabi for implementation for Year 11 2018.

Assessment and reporting

The main focus in 2017 was the consolidation of a variety of assessment tasks and strategies across all Key Learning Areas (KLAs) and all courses. The focus was on improving feedback to students, introducing students to a wider range of assessment opportunities and consistency in achieving set standards. This focus 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. Students were provided 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 2017, 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

In 2017, staff worked holistically with the Google Apps in an effort to gain greater consistency in every classroom. The year saw a continued focus on the use of Google Classroom, Google Drive and Google Calendar. In 2017 there was a continued focus on 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 shift towards environmentally sustainable use of technology and a goal of paper reduction in the classroom. The use of Google Classroom and Google Drive allowed staff to digitally store and distribute teaching materials to their classes. The school is looking to review the Digital Device Policy in 2018.

Cross Curriculum

Literacy Strategies

The literacy focus at St Joseph's has been writing, and this has been addressed by the implementation of whole-school programs to improve writing across the curriculum. A common paragraph structure has been introduced and is being used by all staff. Its implementation has been supported by professional

development for staff, development of shared resources accessible online, anchor charts in all classrooms and graphics in the school diary. The development of writing skills will be further supported by the Year 8 Spelling Program which will commence in Term 2, 2018.

Numeracy Strategies

St Joseph's staff and students participated in the 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.

Aboriginal and Torres Strait Islander Education

Throughout 2017, Aboriginal and Torres Strait Islander (ATSI) students have been working to meet a number of educational goals. These dealt with the areas of tertiary study and subject choices, as well as patterns of study and improving grades, completing homework and effectively managing time. Their Personalised Learning Plans changed throughout the year to incorporate these skills and their revised learning goals. For senior ATSI students, this culminated in a visit to Woolyungah Centre at the University of Wollongong, where they were able to discuss university entrance and patterns of study after school. Junior students were involved in Sista Speak, Bro Speak and the AIME Program to discuss how they were travelling at school and work more on their goals.

Environmental Education

The War on Waste Club formed in 2017 with the initial aim of reducing the amount of waste the school was sending to landfill by introducing recycling to the school. Students were involved with conducting waste audits, sort through and empty bins and worked on a number of other environmental initiatives. During 2017, yellow recycling bins were purchased for every classroom, the staffroom and office area as well as outside grounds. By the end of 2017, 14 yellow mixed recycling bins were in operation. Both staff and students received education regarding recycling and its benefits. It is hoped that in 2018 the school will implement an Environmental Management Plan, introduce green organics waste collection, plant citrus and vegetable gardens and start collecting soft plastics across the school with the aim to recycle these through Coles REDCycle program.

Meeting the needs of all students

Gifted Education

In 2017, the Academic Program for Enrichment (APE) offered students a cross-disciplinary approach to study and developed the participating Year 9 and 10 students' understanding of and skills in communication, cultural studies, media studies, philosophy, sociology, citizenship, history and science and technology. Students studying APE applied research, investigative and problem-solving skills and effectively communicated their discoveries in a variety of ways including forums, debating, creative and critical writing, filmmaking, construction and design. Students also evaluated the findings, opinions and creations of their peers. Themes examined in the course included crime, heroes and anti-heroes, Australian culture, stereotype and advertising, the Renaissance, the advent of modern thinking and into the future.

Outside the APE course, students across the school have been offered access to enrichment through such initiatives as Writers Group, Science Club, time with a variety of teachers, University of Wollongong Learning Labs, entrance testing for the University of Sydney, G and T Science taster courses and a variety of Mathematics, History, Geography and Science competitions and expo events.

Special Education

In 2017, the Special Education focus was to provide quality differentiated practice to ensure all students could access the curriculum and to cater for each students' individualised learning needs. It will continue to be an area for further development in 2018. The Special Education Department also relocated to a centralised location within the school to provide better access for students to the area. The "MakerSpace" safe playground alternative, also provided a fun and social environment for students to interact and engage with a range of activities during recess and lunch times.

Expanding Learning Opportunities

In 2017, students were again encouraged to participate in external competitions to complement their academic experiences. Students participated in the Australian Geography Competition, Australian History Competition, ACER - Assessment of Language Competence, ICAS Mathematics Competition and Australian Mathematics Competition.

Students were again involved in a variety of sport activities throughout 2017. Internal and external sporting opportunities were provided and all students were offered the opportunity to trial for school based teams to represent at Diocesan level, with many being selected to proceed to the next level and represent the Diocese at NSW CCC level.

The Creative Arts Faculty provided many opportunities for students with the continuation of the school Choir, the school Band and the Card Making Club. The 2017 musical was "High School Musical" and allowed over 100 students to showcase their performance talents.

Stage 6 students who studied Visual Arts, Drama, Design and Technology or Industrial Technology Timber showcased their completed major works and folios to parents and Year 11 students at open nights held by each faculty.

Students were given the opportunity to further their debating skills when they competed against Corpus Christi Catholic High School in an inter-school challenge. The English Faculty introduced a Writing Club in 2017 to foster engagement and challenge students interested in writing.

Vocational Education and Training

Vocational Education and Training (VET) courses were again undertaken at St Joseph's in 2017. Courses on offer included Hospitality, Construction and Information Digital Technology. A number of students continued in workplace traineeships and again, an increased number of students commenced TAFE delivered (EVET) courses allowing them to complement their pattern of study by commencing qualifications that are relevant to their chosen study or career pathway. Further training was undertaken by staff to gain VET qualifications in the area of Business Services so that another VET course could be offered to the Year 11 and 12 students to provide a further educational pathway. This course is to commence in 2018.

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 average in some elements in both Year 7 and 9. The 2017 Year 7 cohort demonstrated a strength in spelling and numeracy with 32% of students at proficiency for spelling and 29% at proficiency for numeracy. This was an increase on the 2016 cohort who were at 27% and 19% respectively. Through analysis of the data, it was identified that the Year 7 2017 cohort need targeted intervention in reading, writing and grammar & punctuation. The Year 7 numeracy results show strength with 74 (out of 104) students showing above expected growth in this test. In spelling, 55 (out of 104) students demonstrated growth above expected level, whilst 47 other students demonstrated growth in this area, but it was not at the expected level.

The 2017 Year 9 cohort demonstrated a significant improvement across all NAPLAN areas and tests. Numeracy and spelling were both growth areas and areas of strength for this cohort. In the Year 9 cohort, 108 (out of 152) students have achieved higher than expected learning growth in reading and in numeracy 114 (out of 148) students have achieved higher than expected learning growth.

Numerous Year 9 students will need to sit the minimum literacy and numeracy tests as they have not met the minimum requirement for the 2020 HSC.

KLA teams and staff identified through their analysis that writing 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. This was a focus of the Literacy and Numeracy Coordinator with the implementation of a targeted writing program in stage 5.

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 2017: % 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%	70%	17%	21%	57%	22%
	National	16%	53%	29%	21%	56%	21%
Writing	School	33%	54%	13%	27%	57%	16%
	National	28%	53%	17%	37%	46%	15%
Spelling	School	12%	56%	32%	17%	66%	17%
	National	16%	50%	33%	22%	54%	22%
Grammar & Punctuation	School	16%	69%	15%	23%	61%	15%
	National	19%	51%	29%	25%	54%	19%
Numeracy	School	13%	58%	29%	17%	66%	17%
	National	14%	52%	33%	16%	58%	24%

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 2017: % AT or ABOVE NMS		YEAR 7	YEAR 9
Reading	School	94%	95%
	National	94%	92%
Writing	School	92%	84%
	National	88%	82%
Spelling	School	94%	93%
	National	93%	91%
Grammar & Punctuation	School	93%	91%
	National	92%	89%
Numeracy	School	96%	96%
	National	95%	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 25 students in 2017.

Higher School Certificate

The school's HSC results were consistent leading from 2016 to 2017 with 20% of students achieving a Band 5 or 6 in their respective courses. Seventy-three percent of students achieved a band 4 or 3. This was a significant improvement in the Band 3-4 range compared to previous years. Numerous courses were at or 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. A number of students also undertook study in vocational education courses in 2017.

Student Achievement (Band Performance)

Band Performance (%in Bands)		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6
English (Standard)	School	1.2	92.8	6.0
	State	13.66	70.31	16.02
English (Advanced)	School	0.00	65.2	34.8
	State	1.37	34.88	63.75
Mathematics General	School	23.7	55.3	21.1
	State	25.41	48.84	25.75
Mathematics	School	25.0	66.7	8.3
	State	9.11	37.22	53.68
Biology	School	3.4	55.2	41.4
	State	11.95	48.49	39.56
Ancient History	School	15.4	53.8	30.8
	State	18.39	45.12	36.49
Business Studies	School	0.0	90.9	9.1
	State	12.72	50.59	36.69
Music 1	School	0.00	0.0	100.0
	State	1.35	32.98	65.68
Studies of Religion I	School	5.1	83.1	11.9
	State	4.31	45.65	50.04
Industrial Technology	School	16.7	50.0	33.3
	State	25.06	52.46	22.48
Community & Family Studies	School	0.00	90.9	9.1
	State	11.50	58.26	30.23
Personal Dev,Health & Physical Education	School	12.5	71.9	15.6
	State	18.66	50.46	30.88

Student Achievement (Mean Performance)

Mean Performance (%)	Students	School	State
English (Standard)	86	70.67	69.19
English (Advanced)	24	77.22	80.96
Mathematics General	80	67.93	68.51
Mathematics	25	65.09	77.96
Biology	31	75.17	74.30
Ancient History	15	71.52	71.67
Business Studies	35	71.38	73.17
Music 1	4	84.20	81.45
Studies of Religion 1	60	35.11	38.77
Industrial Technology	7	72.23	67.54
Community and Family Studies	14	74.98	72
Personal Dev, Health and Physical Education	34	68.08	71.03

Comparative Performance over Time

School Performance (%)	2014	2015	2016	2017
English (Standard)	71.72	67.00	72.94	70.67
English (Advanced)	79.20	75.79	82.05	77.22
Mathematics General	68.32	67.46	71.83	67.93
Mathematics	76.17	72.56	78.52	65.09
Biology	72.02	68.47	74.13	75.17
Ancient History	72.91	67.34	80.32	71.52
Business Studies	69.03	67.56	73.04	71.38
Music 1	85.98	80.10	83.72	84.20
Studies of Religion 1	38.14	36.17	38.83	35.11
Industrial Technology	80.24	71.63	78.68	72.23
Community and Family Studies	77.50	73.10	80.91	74.98
Personal Dev, Health and Physical Education	76.57	74.51	73.40	68.08

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 implementation of BOWL in 2017 has been a positive step in promoting student wellbeing and learning.



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