

Annual School Report

Secondary

2018



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 2019.

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

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Principal: Amanda Wilson

Date: 20 December 2018

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

2018 saw significant changes at St Joseph's Catholic High School with a new principal. The school actively reconnected with the Sisters of St Joseph with student leaders participating in the Josephite leadership camp and staff attending the Josephite Colloquiums. The building renewal is well underway with the refurbishment of the exterior of the school, internal refurbishment of D Block with painting, new carpet and air conditioning, and the commencement of the TAS block refurbishment. The library was repurposed with the addition of a study space for seniors and the removal of a computer space that was no longer required, due to students being on one-to-one devices. Seniors also now have the use of a kitchenette to support their study habits.

Student participation in events was extremely high with an open day, STEM days, cross country carnival, sport events and a musical. Student leadership also experienced a renewal with the introduction of a 'Tim Tam morning tea' for the senior SRC and a higher level of student voice in the organisation and planning of the school.

The theme for the school year was 'Time – use your time wisely'. This provided a platform for student learning both academically and socially, with a focus on the balance and use of time. Staff professional development was focussed around learning intentions and success criteria to assist students to understand what they are learning, why they are learning it and how they will know when they know it. This will continue into the 2019 school year.

Parent Involvement

The St Joseph's Catholic High School Parents and Friends' Association (P&F) continued to support school based programs and improvements for students throughout the 2018 school year.

The group meets twice a term in the school staffroom, and is an opportunity for parents and friends to meet other school families, find out about school programs, and to support student learning through classroom resources and facilities.

Working closely with the newly appointed Principal and her Executive team, the P&F was able to support major improvements to the School Gymnasium, with quality roof insulation, roof ventilation and the installation of large fans.

In addition P&F funds supported the purchase of new carpet and air conditioners in D Block.

Funds were also used to purchase percussion instruments for the Music Department, with additional support towards staff First Aid training and the introduction of the “Ed Rolo” program, assisting Year 12 with their HSC studies.

Towards the end of the school year, P&F funds enabled a new Uniform Shop to be established near the Administration building creating easier access for school families.

The P&F committee would like to thank the school principal for her positive interactions with the group, and look forward to continuing this relationship as the P&F support the learning community in making St Joseph’s Catholic High School a better school.

Parents and Friends Association, President

Student Leadership

2018 was a very productive and successful year for the Student Representative Council (SRC) at St Joseph’s. Led by two passionate school captains and a conscientious SRC Coordinator, the SRC consisted of a collective group of student representatives from Years 8 to 12. Each SRC student was driven to create positive change in all aspects of school life by always holding the opinions of their fellow students and the school motto “Act justly, love tenderly and walk humbly with God” at the core of each decision.

The main aim of the 2018 SRC was to reinvent and reinvigorate student leadership at St Joseph’s in order to give the student body a stronger and more influential voice in school events, aesthetics and day-to-day school life.

A notable change made by the 2018 SRC to the St Joseph’s community was the introduction of a greater number of student-run fundraisers for charities including Catholic Mission and the Mary MacKillop Foundation to address world issues such as homelessness and refugees. The most significant achievement for the SRC of 2018 was organisation of St Joseph’s Day, where students enjoyed a day of sports, music, food, drink and other activities that aimed to build a strong and shared school spirit.

Furthermore, the St Joseph’s SRC sent representatives to Diocesan - wide events such as the new Bishop of Wollongong’s ordination and the previous Bishop’s Farewell Mass held at the WIN Entertainment Centre in Wollongong and All Saints Catholic Church, Shellharbour respectively.

The 2018 SRC are very proud of all they achieved together as a team and hope they have left a lasting impact on student leadership at St Joseph’s providing a platform to be built upon in the future.

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 794. 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

| 2018 Enrolments | |
|---------------------------------------|-----|
| Boys | 352 |
| Girls | 442 |
| Total | 794 |
| 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.sjchsdown.catholic.edu.au and the CEDoW website: www.dow.catholic.edu.au. No changes were made to this Policy in 2018.

Student Attendance

| 2018 Attendance | Male | Female |
|------------------------|-------------|---------------|
| Year 7 | 91.4% | 91.4% |
| Year 8 | 90.2% | 88.7% |
| Year 9 | 91.9% | 90.1% |
| Year 10 | 89.4% | 89.2% |
| Year 11 | 91.8% | 91.8% |
| Year 12 | 90.3% | 87.9% |
| Whole school | 90.8% | 89.9% |

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.

St Joseph's follows the guidelines set by CEDoW. The attendance procedures at St Joseph's involve front office administration staff and include consultation with the Year Coordinator, Assistant Principal and Principal. Parents are contacted when three consecutive school days of unexplained absence occurs. Correspondence is forwarded to parents when five or more unexplained absences occur, and a parent meeting is held with the Assistant Principal/Principal for students with ongoing unsatisfactory attendance. If there are further concerns the student's absenteeism is referred to CEDoW.

Parents wishing to take students out of school during the term are required to apply for Principal's Approved Leave for absences of five days or more.

Student Retention Rate

| | |
|---|-----|
| Year 10 Total Enrolment 2016 | 170 |
| Year 12 Enrolment at Census Date remaining in Year 12 at end 2018 | 115 |
| Actual Retention Rate (%) | 68% |

Student Attainment in Senior Years

| Years 11 - 12 2018 | |
|---|------|
| % 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 in either Year 11 or 12 | 37% |
| % of students in Year 12 attaining the award of Higher School Certificate or equivalent vocational education and training qualification | 100% |

Destination Survey

| 2018 | Year 10 | Year 11 | Year 12 |
|----------------------|----------------|----------------|----------------|
| No of School Leavers | 24 | 19 | 115 |
| University | - | - | 65 |
| TAFE/Tertiary | 6 | 5 | 4 |
| Employment | 11 | 12 | - |
| Other School | 6 | - | - |
| Other/Unknown | 1 | 2 | 46 |

Staffing Profile

There are a total of 67 teachers and 24 support staff at St Joseph's Catholic High School. This number includes 54 full-time, 13 part-time teachers.

Teacher Accreditation Status

The accreditation status of all teaching staff responsible for delivering the curriculum is:

| Teacher Accreditation Status | Number of Teachers |
|------------------------------|--------------------|
| Conditional / Provisional | 2 |
| Proficient | 65 |
| Highly Accomplished / Lead | 0 |

Teacher Attendance and Retention

The average daily teacher attendance rate for 2018 was 95.1%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2017 to 2018 was 93%.

Professional Learning

During 2018 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 75 staff. These days focused on:
 - Staff Spirituality Day
 - Constructing Learning Intentions and Success Criteria (SJCHS).
- B. Other professional learning activities provided at school level including CEDoW run courses included the following:
 - Collaborative Leadership Improving Learning (1 staff)
 - Learning Walks for Learning Intentions and Success Criteria in Primary Schools (22 staff)
 - Growth Coaching (4 staff)
 - Josephite Immersion Programme (2 staff)
 - Association of Josephite Affiliated Secondary Schools Conference (1 staff)
 - Behaviour Management (4 staff)
 - Kiribati CEO Immersion (2 staff)

- CEDoW Lamplighters Spirituality Course (1 staff)
- CEDoW Alight for the World Spirituality Course (7 staff)
- CEDOW Early Career Teachers Programme (1 staff)
- CEDoW Stage 4 Mathematics Project - Challenging Students (7 staff)
- CEDoW Literacy and Numeracy Policy Launch (2 staff)
- CEDoW Digital Technology Workshop (3 staff).

The average expenditure by the school on professional learning per staff member was \$514.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$502.

Catholic Life & Religious Education

Throughout 2018 the St Joseph's Religious Education Faculty underwent a significant program writing, professional development experience. At the completion of each unit of work in the Years 7 - 10 courses, a representative from each year team met for two hours to compile evidence from other teachers to inform the development of a learning and teaching program for each year group. These programs formed the core of the 2018 curriculum that was submitted for compliance.

Youth Ministry

Representative groups of St Joseph's Catholic High School students attended the following Youth Ministry Events: Cross Country Youth Ministry activities; LIVE Nights with themes of 'Choose Joy' in Term 1, 'Find Purpose' in Term 2, 'LIVE Now - Diocesan Event' in Term 3 and 'Create Change' in Term 4; the Mary MacKillop Feast Day Mass at North Sydney; Religious Education Reflection Days for Years 8 and 10 and Youth Ministry Leaders Retreats at The Tops in Terms 1 and 4.

The following initiatives were also introduced: Joeys Alpha Trial, the Youth Ministry Homeroom for Youth Ministry Leaders, Joeys Youth Prayer Creation and Youth Ministry Leaders' Prayer and announcements every morning. A formal process including interviews and forms were used to select the Youth Mission Leaders at St Joseph's Catholic High School.

Social Justice Initiatives

St Joseph's Catholic High School ran a number of social justice initiatives throughout 2018 which demonstrated the generosity of the school community.

The first initiative of the year was Project Compassion which saw the school raise over \$500 to help communities around the world develop and become sustainable to ensure longevity and improve living conditions.

In Term 2, St Joseph's ran the Vinnies Winter Appeal which supports the local St Vincent De Paul Conferences in providing meals to those in the community who are experiencing hardship. During this appeal, the staff and students donated approximately five hundred cans of food for the local 'Vinnies' vans to use.

In the Term 2/3 School Holidays two staff accompanied 13 students on a Catholic Immersion to Cambodia. Students and staff spent ten days travelling through rural Cambodia to experience the culture and life of the Cambodian people. Students were immersed in Catholic Communities in Cambodia, lived with, walked beside and engaged with people from all walks of life.

At the end of the school year, the school ran the St Vincent De Paul Christmas appeal where the school linked up with the Shellharbour and Albion Park Conferences to help provide Christmas hampers to thirty families in need within the community. Along with the major initiatives, the students organised and ran some smaller fundraiser events such as sausage sizzles, Valentines Day roses and chocolates, pizza lunches, St Joseph's Day activities and Christmas in the Cola to support other charities and events such as RUOK? Day, Catholic Mission and the Mary MacKillop Foundation.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 8 students was successfully completed within schools across the Diocese. The school cohort in 2018 consisted of 110 Year 8 students who sat the Religious Literacy Assessment on 27 August 2018.

The performance of each student was described according to the Common Grade Scale (A to E).

Students showed a high level of performance in their capacity to work with the religious tradition. This high level of performance was particularly noticeable in their:

- knowledge of what it means to be catholic
- working with contexts of stewardship.

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

- explore and draw meaning from the scriptures
- investigate significant people and events.

In the assessment 1% of students were placed in the elementary level, 31% in the basic level, 57% in the sound level, 11% in the thorough level, and 0% were in the extensive level.

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 2018:

Key Area 1: Catholic Life and Religious Education

1.1 Vision and Mission

Goal: To provide professional development opportunities to increase staff knowledge and understanding of the nature of the Josephite charism.

Key Area 2: Students and their Learning

2.1 Educational potential

Goal: To continue to implement Behaviour Options for Wellbeing and Learning to increase positive behaviours school wide thereby improving student wellbeing and learning.

2.4 Integration of Information and Communication Technology (ICT)

Goal: To review the one to one iPad / laptop programme and further upskill staff and students in the use of Google Classroom and other ICT applications to reduce off task incidents due to technology.

Key Area 3: Pedagogy

3.2 Provision for the diverse needs of learners

Goal: To review the system by which individual student support plans for learning and wellbeing are accessible to staff.

3.3 Teaching practices

Goal: To meet the diverse learning needs of learners by upskilling staff in this area and increasing staff collaboration and teamwork so that a variety of learning experiences are produced and shared for all students.

Key Area 6: Parents, Partnership, Consultation and Communication

6.1 Parent involvement

Goal: The Principal will conduct four one hour parent consultation meetings in 2018 to acquire parent voice on the following areas: Subject Selection, Catholicity, Students, Computer Devices and Ethical Use, and Planning for 2019.

School Review and Improvement components to be reviewed and rated in 2019:

Mission Dimension 1 - Mission and Catholicity (1.1, 1.4, 1.5)

Review the Vision and Mission of the school and ensure that this is reflected in the School Strategic Plan.

Focus upon a range of targeted formation opportunities to enable personal and spiritual growth for students and staff.

Facilitate meaningful connections with the life and teachings of the Catholic Church.

Mission Dimension 2 - Learning and Teaching (2.1, 2.2A, 2.2B, 2.4, 2.5, 2.7, 2.8)

Implement the newly developed student recognition and award processes.

Improve numeracy and literacy pedagogy and outcomes.

Enhance student learning outcomes through the targeted work of growth coaches of Middle Leaders and Teachers, who will lead all staff to design quality assessments, which challenge students and provide comprehensive, timely and meaningful feedback.

Enhance student learning outcomes by developing a clearer understanding of standards and consistency with the application of these in the KLAs.

Enhance the learning culture with proactive, differentiated and collaborative approaches to learning.

Offer opportunities for the various expectations of stakeholders to be heard and appropriately responded to.

Mission Dimension 3 - People and Culture (3.4, 3.5, 3.6)

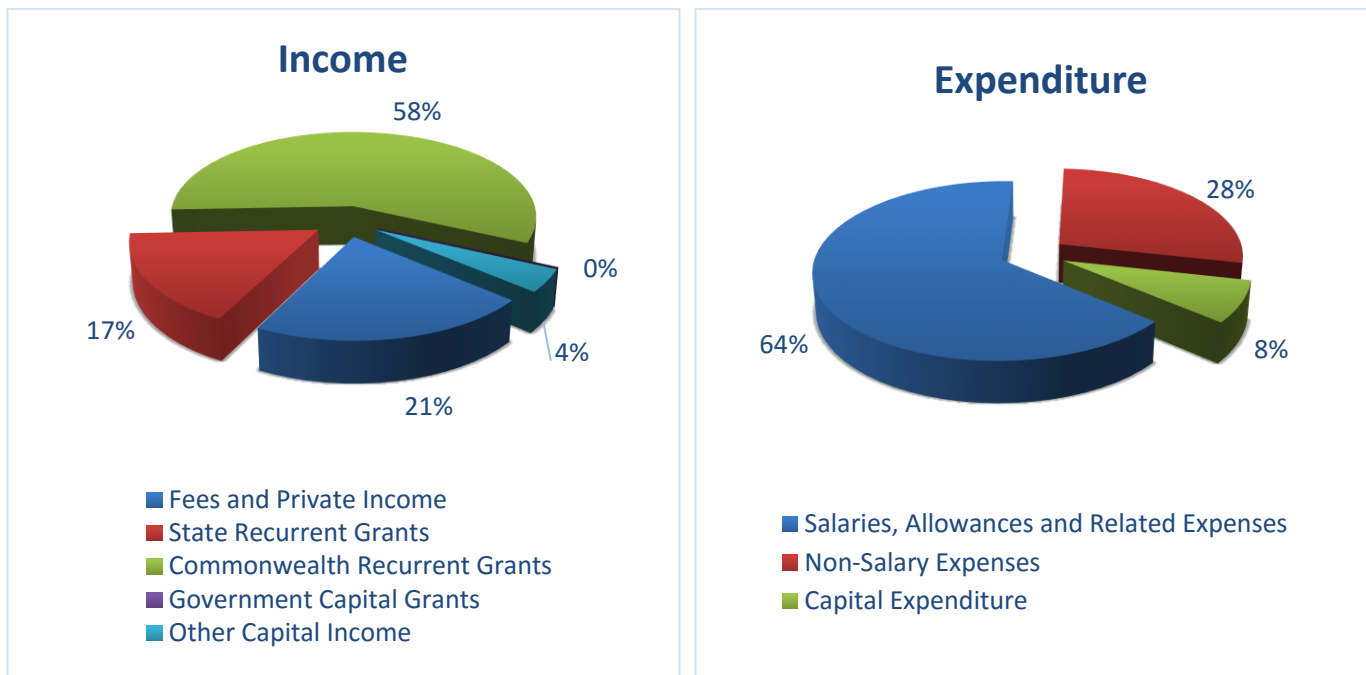
Enhance collaborative and reflective approaches to all faith, learning and community aspects of school life.

Enhance the engagement of members of the local community with the life of the school.

Financial Summary

In 2018, St Joseph's commenced the redevelopment of the Technology and Applied Studies (TAS) block. The development is due for completion in 2019. In addition, the school has implemented several refurbishment initiatives including re-painting school facilities, new carpet, air conditioning and new furniture in many classrooms.

The following graphs reflect the aggregated income and expenditure for St Joseph's Catholic High School, Albion Park for the year ended 31 December 2018. This data is taken from the 2018 financial return to the Australian Government, Department of Education, and Training.



Student Welfare

Pastoral Care Initiatives

St Joseph's continued to develop the partnership with Shellharbour City Council Youth Services Team to establish relationships with students and connect them with local support services. The focus of this partnership resulted in Year 7 girls participating in a program titled 'Fabulous Females'. The major focus from a pastoral perspective was the Year 7 overnight camp to Stanwell Tops. This experience focussed on students forming new relationships as well as providing an opportunity for enhancement of self-esteem and personal growth through participation in a range of challenge based activities. Yr 7 students explored changes associated with adolescence by viewing the Bamboo Theatre production of '#change'. There was also a focus on cybersafety with Brainstorm Productions delivering their 'Cyberia' production. These messages were reinforced with a presentation from the NSW Police School Liaison Officer.

The Peer Support Program was a great success in 2018. Student leaders from the Year 10 group were trained over a two day period and were introduced to the Year 7's on their first day at St Joseph's. Peer Support ran weekly for eight weeks, followed by a graduation. Students worked on lots of great activities over the eight weeks, developing resilience, coping strategies, positive thought processing, building positive relationships, study planning and working with peer mentors.

Year 8 students also spent time looking at cybersafety with the Bamboo Theatre Company performing their production 'Cybershorts'. Like Yr 7 this message was reinforced with a presentation by the NSW Police School Liaison Officer. Students looked at themselves, relationships and long term personal growth and opportunities in a visit from motivational speaker, Glenn Hayworth.

Girls in Years 8 and 9 combined to explore issues of relevance to them as they watched the Bamboo Theatre production, 'Crisis of a Feminine Kind'. Years 8 & 9 boys participated in a series of workshops developed by staff titled 'Boys to Men'. The emphasis here was helping boys to recognise qualities of masculinity and what it takes to be a responsible man in a modern world.

For Year 9 students, the major focus centred on participation in the Youth Aware of Mental Health (YAM) Program. Students participated in a range of activities looking at the nature of mental health, warning signs around mental health issues such as suicide and where to access support for self and others if required. Year 9 students also engaged in the 'Cybershorts' production and a presentation from the NSW Police Liaison Officer. In Term 4, students went to Fitzroy Falls for a 3 day outdoor education experience. The focus of this was enhancing personal connections and boosting self-esteem through outdoor adventure activities.

In the senior years, students in Year 10 explored elements around Risk Taking and keeping themselves safe. The Brainstorm production of 'Cheap Thrills' reinforced the work done on risk taking in PDHPE classes. Years 11 and 12 looked at leadership through a talk from Glenn Gereryn titled 'The Leadership Effect'. Year 12 also looked at responsible use of social media and their digital footprint with the Brainstorm production 'Wired'. The NSW Police School Liaison Officer also looked at issues around safe partying with Year 12 students prior to the completion of their school studies. All students in Years 10, 11 and 12 engaged in separate programs with Paul Dillon around understanding issues about the use of drugs in modern society. This message was reinforced with a separate presentation to parents.

Initiatives promoting respect and responsibility

The School Leadership Team and Middle Leaders provided ongoing advice to students to support a positive school culture and behaviours which promote the learning and wellbeing of students. Weekly school assemblies and regular year meetings were held to facilitate group instruction.

This year was the school's second year of the implementation of Behaviour Options for Wellbeing and Learning (BOWL). Focus areas included refining behaviour management systems and procedures for both non-classroom and classrooms settings as well as the analysis of data to assess areas of improvement and any patterns of concern.

Subject Merit Certificates and Acting Justly Certificates were introduced as a tangible reward to students for outstanding effort and achievements and exemplary behaviour.

The 'Expected Student Behaviours Matrix' was extended to include all school settings making it very clear to students the positive behaviours expected to enhance the learning and wellbeing of students.

Revised Level Monitoring Cards were introduced and used by Middle Leaders as an immediate response to intervention strategy when required to improve student learning in the classroom.

The War on Waste Club continued to promote exceptionally environmentally friendly disposal of litter across the school with pods of bins installed in all playground areas and in the staffroom. Students were educated in a campaign to significantly enhance the school's environmental footprint.

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 2018.

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

Curriculum and Pedagogy

Engagement in learning and the continuous improvement of learning environments has continued to be a high priority for the St Joseph's school community in 2018, with a strong focus on explicit teaching and the implementation of innovative pedagogical practices.

Syllabus Implementation

During 2018, St Joseph's staff implemented new curriculums in English, HSIE, Mathematics, PDHPE and Science. Staff were also involved in the planning of curriculum to be implemented in the TAS and PDHPE faculties in 2019. Staff were involved in collaborative planning with educators from other CEDOW schools.

Assessment and Reporting

The main focus in 2018 was the continued consolidation of assessment tasks and teaching strategies across all Key Learning Areas (KLAs) and all courses. The focus was on providing quality feedback to students, introducing students to a wider range of assessment opportunities and ensuring consistency in achieving set standards. This focus was essential to ensure that all assessment and class work was used to improve student progress, along with teaching practice.

Students demonstrated their abilities to meet stage outcomes and standards through a range of learning activities both formally and informally. The introduction of learning intentions and success criteria into classrooms was also a focus in 2018. Parents were given numerous opportunities to engage with teaching staff about their child's learning throughout the year.

Technology Supporting Learning

In 2018, staff continued to work with the Google Apps Suite, with a continued focus on the use of Google Classroom to distribute classwork and assessments. Students were encouraged to utilise Google Calendar in conjunction with the school diary to organise their work.

In 2018, all compliance documentation continued to be collected digitally in one location. This ensured accountability from all staff for compliance of KLAs. The school continued its shift towards minimising the use of paper in the classroom, through the use of the Google Apps Suite.

Cross Curriculum

Literacy Strategies

St Joseph's has continued to focus on improving writing across the curriculum with all KLAs using TEEL paragraphs as a structure to support students in communicating knowledge and understanding. The Year 8 Spelling Program ran in Terms 2, 3 and 4 with students showing growth between pre- and post-testing each week. This will be modified in 2019 to become a vocabulary program. A scaffold for active reading will be implemented across KLAs in a similar fashion to the TEEL paragraph initiative; a graphic has been designed in consultation with staff and will be displayed and used in classrooms in due course next year.

Numeracy Strategies

St Joseph's staff and students continued with their participation 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 Years 7 to 12.

Aboriginal and Torres Strait Islander Education

Throughout 2018, ATSI students have been working to meet a number of educational goals. These goals were supported by the ATSI Learning Team and supported by classroom teachers. The goals ranged from short-term classroom goals to long-term goals for higher education and employment. The school community participated in NAIDOC Week ceremonies, with students in the Sista's Dance group and the Didge Group performing at the NAIDOC Week Assembly. Students were involved in the AIME Program. A group of students also took part in learning the didgeridoo; some were also involved in making their own. In 2018, one of the ATSI Year 12 students was named the NSW Education Standards Authority (NESA) Chairperson's Aboriginal Studies Award for the highest performing Aboriginal student in Aboriginal Studies in the 2018 Higher School Certificate.

Environmental Education

The War on Waste Club continued in 2018 with members from Years 7 to 12 partaking in environmental sustainability initiatives across the school community. The aim of the group for 2018 was to further reduce the amount of waste sent to landfill by introducing soft plastics collections and FOGO to student areas as well as to encourage more co-mingled recycling across all areas of the school. The club introduced a range of bin-pods with the aim to reduce the number of landfill bins and the amount of waste the school community contributed to landfill. The students also supported charitable donations to St Vincent de Paul via a recycling bin for containers that can redeem 10 cents. These containers were collected regularly by St Vincent de Paul. In 2018 both staff and students continued to receive education regarding recycling and its benefits.

Meeting the needs of all students

Gifted Education

In 2018, the Academic Program for Enrichment (APE) continued to offer students a cross-disciplinary approach to study and developed Year 9 and 10 students 'understanding of sociology, citizenship, cultural studies, communication skills, media studies, philosophy, history and STEM'.

Outside the APE Course, students across the school have been offered access to enrichment through initiatives such as the Card Club, Science Club, War on Waste Club, the ATSI Students group, University of Wollongong Learning Labs, and the Mathematics, Geography, History and Science Competitions. Students were also involved in the running of the St Joseph's Year 5 STEM Enrichment Days.

Special Education

In 2018, the Learning Support faculty was redeveloped and appropriately renamed the Diverse Learning Needs faculty. The redevelopment was consistent with the need to adapt to the varying needs of the student population who require additional support within the school. The Diverse Learning Needs faculty continued

to prioritise differentiation across all KLAs and with the adjustments provided to students through the Personalised Planning process. With the continued support of parents/carers, staff and support staff, as well as external service providers, the Diverse Learning Needs faculty provides a collaborative approach to meeting the needs of the students at St Joseph's.

The "MakerSpace" safe playground alternative, also provided a fun and social environment for students to interact and engage with a range of activities during lunch times. The space was also utilised as a "Wellbeing Space" for students with additional needs at varying times throughout the school day. Both of these spaces are well-resourced and provide the appropriate environmental supports for the students utilising them.

Expanding Learning Opportunities

Throughout 2018, students participated in a variety of sporting activities at school, diocesan and national levels.

In 2018, 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, ICAS Mathematics Competition and Australian Mathematics Competition.

In 2018, the Creative Arts Faculty provided many opportunities for students with the continuation of the school choir, the school band and the Card Making Club. Over eighty students demonstrated their talents in the 2018 school musical 'BATS'.

Throughout the year, 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 who completed Major Works in English and HSIE were also given the opportunity to showcase their talents to the school community and their families.

The English Faculty's Writing Club continues to foster engagement and challenge students interested in writing. This club continued with increased participation in 2018. Students were also given the opportunity to participate in numerous Public Speaking and Debating competitions/tournaments.

Vocational Education and Training

Numerous Vocational Education and Training (VET) courses were again undertaken at St Joseph's in 2018. Courses on offer included Hospitality, Construction, Information Digital Technology and Business Services. Planning and programming also took place for the introduction of Electrotechnology in 2019. A dedicated Electrotechnology space was created by students undertaking Construction in preparation for the start of the new course in 2019. A dedicated Construction space was also created behind the School Hall for the use of students undertaking this VET pathway. Once again, a number of students continued in workplace traineeships and an increased number of students commenced TAFE delivered (EVET) courses, allowing them to compliment 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 Electrotechnology. Numerous staff were also involved in the upgrading of their training and assessment qualifications.

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 data indicated that students in Year 9 have demonstrated that, whilst in some areas they are below state average, they have achieved an overall growth across all areas of NAPLAN compared to previous years. Exceeding State and National growth figures, Year 9 students demonstrated a significant increase in growth in spelling and punctuation this year. They demonstrated an overall improvement in Bands 9 and 10 across the cohort. Through the analysis of the Year 9 NAPLAN data, it was identified that the cohort needs targeted intervention in the areas of writing and numeracy.

The Year 7 cohort demonstrated small growth in all areas of the NAPLAN testing, however there was an increase in Bands 8 and 9 in grammar and punctuation. Following an analysis of the Year 7 NAPLAN results, a plan for improvement has been devised and a strong focus on numeracy and reading will take place in 2019.

Throughout 2018, 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 strong focus of the Literacy and Numeracy Coordinator with the continued implementation of a targeted writing program in Stage 5.

Student Achievement in Bands

The National Assessment Program Literacy and Numeracy (NAPLAN) assess aspects of Literacy and Numeracy in Years 7 and 9. It provides 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. 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 2018: % 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 | 18 | 62 | 20 | 17 | 64 | 20 |
| | National | 16 | 55 | 27 | 19 | 77 | 21 |
| Writing | School | 31 | 54 | 16 | 33 | 60 | 7 |
| | National | 32 | 53 | 14 | 41 | 45 | 12 |
| Spelling | School | 13 | 59 | 29 | 18 | 59 | 23 |
| | National | 17 | 51 | 30 | 22 | 53 | 24 |
| Grammar & Punctuation | School | 22 | 56 | 23 | 29 | 56 | 15 |
| | National | 18 | 52 | 30 | 21 | 57 | 20 |
| Numeracy | School | 14 | 64 | 23 | 17 | 62 | 22 |
| | National | 15 | 55 | 29 | 15 | 58 | 29 |

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 2018: % AT or ABOVE NMS | | YEAR 7 | YEAR 9 |
|-----------------------------------|----------|--------|--------|
| Reading | School | 97 | 96 |
| | National | 94 | 94 |
| Writing | School | 96 | 87 |
| | National | 87 | 80 |
| Spelling | School | 96 | 94 |
| | National | 93 | 90 |
| Grammar & Punctuation | School | 92 | 94 |
| | National | 92 | 92 |
| Numeracy | School | 99 | 97 |
| | 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 34 students in 2018.

Higher School Certificate

The school's HSC results were consistent leading from 2017 to 2018 with a large proportion of students achieving a Band 4 and 5 compared to the previous year. More than 10 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 significant number of students also undertook study in Vocational Education Courses in 2018.

Student Achievement (Band Performance)

| Band Performance (%in Bands) | | Bands 1 and 2 | Bands 3 and 4 | Bands 5 and 6 |
|---|--------|----------------------|----------------------|----------------------|
| English (Standard) | School | 7.9 | 78.9 | 13.2 |
| | State | 15.0 | 69.4 | 15.1 |
| English (Advanced) | School | 0 | 34.7 | 65.2 |
| | State | 1.4 | 35.8 | 62.7 |
| Mathematics General | School | 12.7 | 76.2 | 11.1 |
| | State | 19.9 | 52.5 | 26.6 |
| Mathematics | School | 18.2 | 54.5 | 27.2 |
| | State | 7.4 | 40.5 | 51.8 |
| Biology | School | 0 | 62.8 | 37.1 |
| | State | 10.1 | 52.6 | 36.9 |
| Ancient History | School | 0 | 75.0 | 25.0 |
| | State | 14.9 | 47.9 | 36.1 |
| Business Studies | School | 15.7 | 75.1 | 9.4 |
| | State | 12.2 | 49.7 | 37.0 |
| Music 1 | School | 0 | 33.3 | 66.7 |
| | State | 1.6 | 33.4 | 64.5 |
| Studies of Religion I | School | 3.8 | 79.3 | 17 |
| | State | 6.6 | 56.5 | 36.7 |
| Industrial Technology | School | 0 | 66.7 | 33.3 |
| | State | 23.4 | 53.6 | 22.4 |
| Community & Family Studies | School | 5.9 | 52.9 | 41.2 |
| | State | 13.1 | 56.3 | 28.9 |
| Personal Dev,Health & Physical Education | School | 3.2 | 67.7 | 29.1 |
| | State | 13.5 | 52.4 | 33.1 |

Student Achievement (Mean Performance)

| Mean Performance (%) | Students | School | State |
|--|-----------------|---------------|--------------|
| English (Standard) | 81.0 | 71.4 | 68.7 |
| English (Advanced) | 23.0 | 79.3 | 80.6 |
| Mathematics General | 69.0 | 69.3 | 69.9 |
| Mathematics | 22.0 | 73.1 | 78.2 |
| Biology | 36.0 | 75.3 | 74.1 |
| Ancient History | 13.0 | 74.6 | 72.8 |
| Business Studies | 36.0 | 67.1 | 73.6 |
| Music 1 | 9.0 | 81.6 | 81.5 |
| Studies of Religion 1 | 55.0 | 35.3 | 37.0 |
| Industrial Technology | 10.0 | 77.2 | 68.0 |
| Community and Family Studies | 18.0 | 77.1 | 72.0 |
| Personal Dev, Health and Physical Education | 32.0 | 74.3 | 72.3 |

Comparative Performance over Time

| School Performance (%) | 2015 | 2016 | 2017 | 2018 |
|--|-------------|-------------|-------------|-------------|
| English (Standard) | 67.00 | 72.94 | 70.67 | 71.37 |
| English (Advanced) | 75.79 | 82.05 | 77.22 | 79.30 |
| Mathematics General | 67.46 | 71.83 | 67.93 | 69.30 |
| Mathematics | 72.56 | 78.52 | 65.09 | 73.06 |
| Biology | 68.47 | 74.13 | 75.17 | 75.26 |
| Ancient History | 67.34 | 80.32 | 71.52 | 74.60 |
| Business Studies | 67.56 | 73.04 | 71.38 | 67.10 |
| Music 1 | 80.10 | 83.72 | 84.20 | 81.60 |
| Studies of Religion 1 | 36.17 | 38.83 | 35.11 | 35.25 |
| Industrial Technology | 71.63 | 78.68 | 72.23 | 77.17 |
| Community and Family Studies | 73.10 | 80.91 | 74.98 | 77.12 |
| Personal Dev, Health and Physical Education | 74.51 | 73.40 | 68.08 | 74.33 |

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.

The majority of students indicated they are proud of their school and believe that St Joseph's helps them in their understanding of Catholic faith. Students indicated they felt safe while they were at school, were aware of their rights and responsibilities within the school and there were people at school they could approach for help. Students indicated they believed that their teachers encourage them to learn to the best of their ability and there were a range of sporting and other activities they could become involved.

Parent responses indicated that the teachers are genuinely interested in their child and the school strives to meet the learning needs of their child. Many parents feel that their child is safe at St Joseph's and that the school prepares their child for life outside of school.

Staff at St Joseph's have indicated they believe the school helps students understand the Catholic tradition as well as providing a safe and supportive environment. Staff believe students are challenged to maximise their learning and that the school provides appropriate information to parents about student progress.



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