

# 2019

## ANNUAL SCHOOL REPORT

# St Joseph's

Catholic High School  
Albion Park



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## About this Report

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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 2020.

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](mailto:info@sjchsdown.catholic.edu.au)

Website: [www.sjchsdown.catholic.edu.au](http://www.sjchsdown.catholic.edu.au)

Principal: Amanda Wilson

Date: 27 March 2020

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## Vision Statement

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### **Vision Statement**

Guided by the teachings of Jesus, St Joseph's Catholic High School provides opportunities for students to develop as respectful people who are prepared to act justly and contribute to a dynamic world through engagement in faith, learning and community.

### **Mission Statement**

St Joseph's Catholic High School is a faith based learning community, enriched by the Josephite Charism where students and staff have high expectations and strive to reach their potential through respecting self, others, learning and the environment.

### **Josephite Values**

Inspired by the life of St Mary of the Cross MacKillop, we espouse the values of respect, humility, courage, compassion, hospitality, justice, and service.

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## Message from Key School Bodies

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

2019 was a very productive year for students, staff and parents. The B block refurbishment was opened and students have access to state of the art TAS teaching facilities. The school continued with new carpeting and painting and air conditioners in general classroom areas.

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. Student participation in events was extremely high with very successful Open Days, STEM days, swimming, cross country and athletics carnivals, other Diocesan sport events and the school musical, *You're History*.

Student leadership also experienced a renewal, with the introduction of a new leadership model for the junior SRC that includes self nomination rather than a voting system. Student voice has continued to influence the organisation and planning of the school.

The theme for the school year was 'Challenge and change'. This provided an excellent platform for student learning both academically and socially, with a focus on recognising that challenge forces everyone to make changes in the way the school operates or perceive things. Staff professional development continued to be focussed around learning intentions and success criteria, learning sprints and feedback to assist students to understand what they are learning, why they are learning it and how they will know when they know it. This year's literacy focus was on student comprehension skills.

### ***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 2019 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 Principal and the School Leadership Team, the P&F was able to support major improvements including new carpet and air conditioning for classrooms. Funds were also used to purchase keyboards for the Music Department, with continued additional support towards staff First Aid training and the introduction of the "Ed Rolo" program, assisting Year 12 with their HSC studies.

The P&F committee would like to like to acknowledge the Principal's positive interactions with the group, and look forward to continuing this relationship as the P&F aims to support and facilitate improvements that will benefit all members of the St Joseph's Catholic High School learning community.

*Parents and Friends Association, President*

### ***Student Leadership***

2019 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 2019 SRC was to renew the school spirit fostering a fun, loving and inclusive environment. The SRC strived to promote positive attitudes and perceptions on being involved and engaged within the school community. The SRC team further aspired to influence the entire school cohort by being positive leaders and celebrating the plethora of opportunities that the Josephite school has to offer.

To enhance the school spirit within the St Joseph's community, the SRC organised a positive and entertaining St Joseph's day which included many inclusive activities that focused on teamwork, involvement and enjoyment. An effective, energetic part of the day was the introduction of the game show, which promoted a high level of student involvement and cooperation in this friendly competition. The game show encouraged all students to have their voices heard, work together and show their talents in this friendly competition. This day truly encapsulated the SRC's goal for the development of the school.

Another significant contribution made by the 2019 SRC was investment in the fairy floss machine which effectively promoted more student engagement with fundraisers to support local charities. The fairy floss machine also enabled the senior SRC team to become more approachable with their younger peers through interacting and promoting an amicable and accepting community.

The 2019 SRC is honoured with the opportunity they had to represent and further develop the school. They hope the school spirit they preached has left an everlasting imprint on the schools culture and way of life that will continue to flourish in the future.

*School Leaders*

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## School Profile

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### **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 731. 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**

2019 Enrolments	
Boys	327
Girls	404
Total	731
Aboriginal and Torres Strait Islander	17
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.sjchs.dow.catholic.edu.au](http://www.sjchs.dow.catholic.edu.au) and the CEDoW website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to this Policy in 2019.

## **Student Attendance**

<b>2019 Attendance</b>	<b>Male</b>	<b>Female</b>
Year 7	91.4%	92.6%
Year 8	89.1%	88.3%
Year 9	87.7%	88.7%
Year 10	91.5%	87.0%
Year 11	89.2%	89.2%
Year 12	93.3%	91.2%
Whole school	90.2%	89.5%

### **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, Leader of Student Wellbeing, 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**

<b>Year 10 Total Enrolment 2017</b>	<b>159</b>
Year 12 Enrolment at Census Date remaining in Year 12 at end 2019	105
Actual Retention Rate (%)	66%

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

<b>Years 11 - 12 2019</b>	
% of students undertaking vocational training or training in a trade during Years 11 and 12	38%
% of students who have completed at least one (1) VET course in either Year 11 or 12	34%
% of students in Year 12 attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100%

### **Destination Survey**

<b>2019</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
No of School Leavers	14	31	123
University	-	-	52
TAFE/Tertiary	-	12	12
Employment	2	12	7
Other School	12	5	-
Other/Unknown	-	2	52

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## Staffing Profile

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There are a total of 68 teachers and 22 support staff at St Joseph's Catholic High School. This number includes 53 full-time, 15 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	3
Proficient	65
Highly Accomplished / Lead	-

### ***Teacher Attendance and Retention***

The average daily teacher attendance rate for 2019 was 96.9%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2018 to 2019 was 91%.

### ***Professional Learning***

During 2019, 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 90 staff. These days focused on:

- CEDoW Combined Staff Development Day
  - Leading Learning & Teaching
  - Agile Schools
  - Effective Assessment and Feedback to Improve Learning
  - Quality Differentiation
  - The Agile Learner
  - Differentiation for Students who are Gifted
  - Meeting the Needs of Highly Able Learners through Quality Differentiation
  - Impact of Positive Psychology on Education
- Teaching and Learning Staff Development Day
  - Leading Learning Action Plan
  - Research and Analysis of School Data
  - Learning Intentions and Success Criteria
  - Differentiation, Assessment and the Common Grade Scale
  - Learning Sprints
- Teaching Staff Online PD Modules Embedding Formative Assessment



- Learning Sprints
- Learning Intentions
- Success Criteria
- Using Success Criteria in the Classroom
- Staff Spirituality Day - The Emmaus Journey.

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

- CEDoW Compass Training (19 staff)
- CEDoW Lamplighters Spirituality Course (5 staff)
- CEDoW Alight for the World Spirituality Course (5 staff)
- CEDoW Aboriginal and Torres Strait Islander (ATSI) Coordinator Course (1 staff)
- CEDoW Early Career Teachers Program (6 staff)
- CEDoW Instructional Coaching for Literacy and Numeracy (4 staff)
- CEDoW Open to Learning (3 staff)
- CEDoW Child Protection (3 staff)
- CEDoW Student Pastoral Care and Wellbeing Policy Launch (1 staff)
- CEDoW Social Media Policy Launch (1 staff)
- CEDoW Behaviour Options for Wellbeing and Learning (10 staff)
- CEDoW Religious Education Coordinators, Assistant Principals and Principals Retreats (3 staff)
- Growth Coaching (4 staff)
- Analysing and Using School Data (2 staff)
- Learning Sprints (2 staff)
- Scribo Writing Tool (11 staff)
- Literacy for Learning (2 staff)
- Association of Josephite Affiliated Secondary Schools Conference (1 staff)
- Josephite Colloquium (4 staff)
- Josephite Leadership Program (1 staff)
- Behaviour Management (5 staff)
- Cambodia Immersion Trip (2 staff)
- Diabetes Education (2 staff)
- Disability - Tracking and Accountabilities (1 staff)
- Eating Disorders (1 staff)
- Mental Health First Aid (2 staff)
- Mental Health/Escalating Behaviours (9 staff)
- Studies in Catholic Thought (3 staff)
- Studies of Religion Conference (2 staff)
- Sustainability Conference (1 staff)
- Tournament of the Minds (1 staff)
- Various other course related professional learning (14 staff).

The average expenditure by the school on professional learning per staff member was \$715. In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$262.

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## Catholic Life & Religious Education

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Social Justice initiatives at St Joseph's Catholic High School in 2019 were a huge success. 2019 saw the whole school participate in four major fundraising initiatives including Caritas' Project Compassion, Vinnies Winter Appeal, St Vincent de Paul Christmas Appeal and Vinnies Container Deposit Scheme. During the month of Lent, the school raised \$2,065 to donate toward Project Compassion. In Term 2, Vinnies Winter Appeal asked students to donate food items that could be used by the local Vinnies Food Van to create meals for members of society who struggle to access food in the cold winter months. At the end of the school year, St Vincent de Paul Christmas Appeal enabled students, staff and the community to provide Christmas hampers to thirty disadvantaged families in the Shellharbour and Albion Park areas as well as \$1,649.

Throughout the year St Joseph's Catholic High School's War on Waste Club managed and sustained a bin system that led to the school raising \$4,264 for the Vinnies Container Deposit Scheme in 2019. This initiative enabled students to make ethical decisions about their waste as well as receive a tangible reward for their efforts. 2019 also showcased a dedicated SRC student body who helped manage fundraisers events such BBQ's, fairy floss stalls, St Joseph's Day activities and various T-shirt fundraisers to donate to Project Compassion, RUOK Day and International Day for People with Disability. Students at St Joseph's Catholic High School also had various opportunities to contribute to the community through community events such as the Lifeline Book Fair, community events at Amity College and a Year 11 Immersion trip to Cambodia. 2019 was a year where the St Joseph's community were able to live their faith through various social justice initiatives that raised money for the poor, managed waste and allowed students to engage in meaningful activities to help the broader community.

### ***Religious Literacy Assessment***

The Religious Literacy Assessment Program for Year 8 students was successfully completed within schools across the Diocese. The school cohort in 2019 consisted of 130 Year 8 students who sat the Religious Literacy Assessment on 26 August 2019.

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 knowledge of the religious tradition.

This high level of performance was particularly noticeable in their knowledge of:

- the key characteristics of Catholic communities
- a range of prayer forms and experiences
- the understanding that human beings participate in, contribute to and are responsible for God's creation.

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

- describe how Jesus changed the lives of people he encountered.

In the assessment 9% of students were placed in the elementary level, 28% in the basic level, 35% in the sound level, 20% in the thorough level, and 8% were in the extensive level.

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## School Review and Improvement

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

### ***School Review and Improvement components reviewed and rated in 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.

### ***School Review and Improvement components to be reviewed and rated in 2020:***

#### **Mission Dimension 1 – Mission and Catholicity**

School Vision and Mission (1.1)

By the end of 2020, staff and students will have had an opportunity to engage with and develop a clear understanding of the school's vision and mission statements.

#### **Mission Dimension 2 - Learning and Teaching**

*Student Achievement (2.1)*

By the end of 2020, staff and students will have a clear understanding of, and be able to articulate, the St Joseph's learning culture which incorporates the Emmaus Paradigm.

*Differentiation (2.5)*

By the end of 2020, teachers' capacity to differentiate for the needs of all students will be enhanced.

**Mission Dimension 3 - People and Culture**

*Re-envisioning student support pathways (3.1)*

By the end of 2020, revised Pastoral Care structures, based on Positive Behaviours for Learning, will have been introduced to meet the diverse behavioural, wellbeing and learning needs of students.

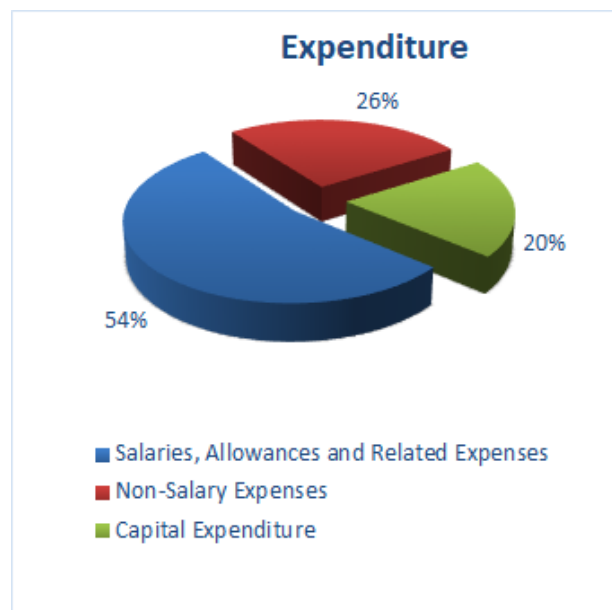
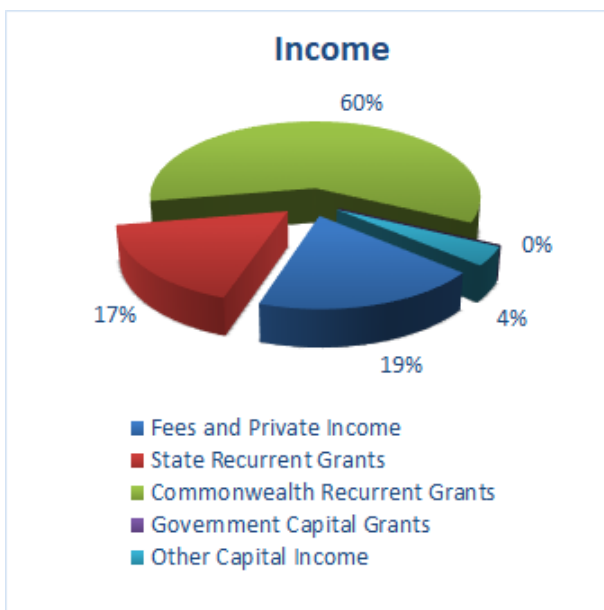
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## Financial Summary

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In 2019, St Joseph's finalised redevelopment of the Technology and Applied Studies (TAS) block and bought additional TAS equipment for use in the new building. In addition, the school has implemented several refurbishment initiatives including re-painting school facilities, new carpet, air conditioning and new furniture in many classrooms and the installation of stairs from the basketball courts to the school gym. Following the school's purchase of a demountable building for the use of the uniform shop, in 2019 this enabled the repurposing of the uniform shop to a careers space. The school also had significant repairs for plumbing and solar panels.

The following graphs reflect the aggregated income and expenditure for St Joseph's Catholic High School, Albion Park for the year ended 31 December 2019. This data is taken from the 2019 financial return to the Australian Government, Department of Education and Training.



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## Student Welfare

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In 2019, the creation and appointment of a Leader of Student Wellbeing enhanced the structure of support to students. This role supports students on pastoral plans and staff managing the plans. The role will continue into 2020 and refine the pastoral care practices within the school community. During 2019, Year Coordinators completed pastoral check ins to support students and develop resilience in a structured manner. They were released from class to conduct wellbeing interviews.

Highlights from a pastoral perspective for students included the Year 7 and Year 9 camps and the Year 12 retreat. These experiences 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. Year 8 students participated in the 'Catch the Wave' retreat experience. This day was run by the school Religious Education teachers, the CEDoW Catholic Life Education and Mission team and the NET Ministries team. Providing opportunities for spiritual growth, this day involved the students in engaging in questions about their faith and how they can be like Jesus. There was also a focus on cybersafety with presentations from the NSW Police School Liaison Officer to Year 7, Year 8 and Year 9 students.

The Year 7 Peer Support Program assisted Year 7 students to adjust to secondary school life. Student leaders from Year 10 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 and was followed by a graduation. Working with peer mentors, the students worked on lots of great activities, developing resilience, coping strategies, positive thought processing, building positive relationships and study planning.

For Year 9 students, the major focus was 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. Attending a presentation called 'Your Choicez', Year 10 students explored elements around risk taking and staying safe with wise choices. This reinforced the work done on risk taking in PDHPE classes. Furthermore, all students in Years 10, 11 and 12 engaged in separate programs with Paul Dillon around understanding issues about the use of alcohol and drugs in modern society.

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 and guidance. This year was the school's third 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 classroom settings as well as the analysis of data to assess areas for improvement and any patterns of concern. Respect for self, others, learning and environment stamps were introduced as a tangible reward to students for outstanding effort, behaviour and achievement. The various elements of the 'Expected Student Behaviours Matrix' were explicitly taught to students to highlight positive behaviours which enhance student learning and wellbeing. Traditionally the school day commenced with morning prayer and this is now followed by an announcement of the SOLE goal of the day.

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. All schools follow the CEDoW's ***Student Pastoral Care and Wellbeing Policy*** and the associated ***Student Anti-Bullying Procedure***. 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 CEDoW website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2019.

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 are available on the school website: [www.sjchsdown.catholic.edu.au](http://www.sjchsdown.catholic.edu.au) or by contacting the school office.

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## Learning and Teaching

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### ***Curriculum and Pedagogy***

Curriculum and pedagogy, engagement in learning and the continuous improvement of learning environments have continued to be high priorities for the St Joseph's school community in 2019, with a strong focus on explicit teaching and the implementation of innovative pedagogical practices.

### **Syllabus Implementation**

During 2019, St Joseph's staff continued to implement the 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 2019 was the continued consolidation of assessment tasks and teaching strategies across all courses in all Key Learning Areas (KLAs). Particular emphasis was placed on providing quality feedback to students, introducing students to a wider range of assessment opportunities and ensuring consistency in achieving set standards. The Dreyfus Model of Skill Acquisition was one strategy used to ensure consistent standards. This focus was essential to ensure that all assessment and class work was used to improve student progress, along with teaching practice. The use of learning intentions and success criteria, as well as learning sprints were also introduced into classrooms in 2019.

Parents were given numerous opportunities to engage with teaching staff about their child's learning throughout the year. 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. A scaffold for active reading was implemented across KLAs in a similar fashion to the TEEL paragraph initiative; a graphic designed in consultation with staff has been displayed and used in classrooms.

2019 saw the introduction of an Instructional Coach for literacy that has been effectively used by staff to increase their own professional development. Staff now have access to Literatu to build knowledge of student ability levels in literacy (reading and writing). In particular, Scribo has been used to support writing across KLAs, with structured activities and rubrics provided for staff to use to monitor students' writing.

#### **Numeracy Strategies**

St Joseph's Mathematics teachers maintained a focus on the inclusion of higher order questions in all assessments. This is expected to significantly raise achievement in numeracy in order to improve learning outcomes for students in Years 7 to 12. 2019 also saw the introduction of a numeracy position to support the teachings of skills and develop interventions for students. There was a focus on Year 8 and Year 9 numeracy skills, through the inclusion of specific numeracy style questions within each topic area of the Mathematics Course Pathways studied. The analysis of PAT test results led to specific intervention for identified skills via mini lessons and revision. 2019 NAPLAN data analysis was conducted to ascertain the



particular learning needs of Years 7 and 9 students to plan focus areas for teachers of these courses and, as required, other interventions for the remainder of the year. There was also a focus on embedding word problems and open-ended questions into teaching programs. Useful for differentiation, challenging tasks have been embedded into all topics of the Stage 4 Teaching Programs. Teacher training and conferencing opportunities on the use of online learning experiences including Smarter Maths and Mathspace were also provided.

### **Aboriginal and Torres Strait Islander Education**

Throughout 2019, 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 Didgeridoo 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.

### **Environmental Education**

The War on Waste Club continued in 2019 with members from Years 7 to 12 partaking in environmental sustainability initiatives across the school community. The aim of the group for 2019 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 (poppers, cans, milk cartons and plastic bottles) that can redeem ten cents each. These containers were collected regularly by St Vincent de Paul over 2019. Students recycled 10,465 containers and raised more than \$4,200 from this waste. This was the most money raised by any school in the Diocese. This meant that St Joseph's students saved rubbish from going to landfill and raised money for the St Vincent de Paul Society to help and support people that need a helping hand in the local community. In 2019, both staff and students continued to receive education regarding recycling and its benefits.

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

#### **Gifted Education**

Meeting the needs of all students Gifted Education in 2019, 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. The school participated in the Tournament of the Minds Competition. The St Joseph's Catholic High School Teams consisted of students from Years 7 to 10 and, in the Arts category, St Joseph's were Regional Final winners of the 2019 NSW South Coast Division Tournament of this prestigious competition. The school also introduced a self nominated 'Ignite program' for Stage 4 students who participated in a higher order thinking activities incursion day.

#### **Special Education**

In 2019, the Diverse Learning Needs faculty continued to meet 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. During 2019, the school increasingly utilised the individual support for students through SSO mentoring in a structured and effective manner.

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 support for the students utilising them.

### ***Expanding Learning Opportunities***

Throughout 2019, students participated in a variety of sporting activities at school, diocesan and national levels. In 2019, 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, Australian Mathematics Competition. In 2019, the Creative Arts Faculty provided many opportunities for students with the continuation of the school choir, the school band and the Card Making Club. This year, the very successful artist in residence program allowed students to have a different experience of art making. The successful 'ARTSTOBER' week saw an installation at the front of the school consisting of both student and Artist in Residence work.

Over eighty students demonstrated their talents in the 2019 musical production of 'You're History'. 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.

The English Faculty's Writing Club continues to foster engagement and challenge students interested in writing.

A further addition to this was the introduction of the Elite/Aspiring Athlete Program, where the school partnered with a local physiotherapist to provide students with elite athlete fitness experiences and to support the students' move through the levels of sport in their chosen fields. The Ignite Program also provided academic enrichment experiences for Stage 4 students.

### **Vocational Education and Training**

Numerous Vocational Education and Training (VET) courses were again undertaken at St Joseph's in 2019. Courses on offer included Hospitality, Construction, Information Digital Technology, Business Services and Electrotechnology. A dedicated construction space was opened 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 (TVET) 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 Entertainment Industry curriculum framework. Numerous staff also acquired mandatory training and assessment qualification upgrades.

## 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.

2019 data show significant growth for students across all areas. In particular the numeracy results were very strong with the level of growth achieved in Year 9. Trend data indicates an ongoing improvement of NAPLAN results.

### 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 2019: % in Bands		YEAR 7			YEAR 9		
		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6	Bands 3 and 4	Bands 5 and 6	Bands 7 and 8
Reading	School	13	60	28	16	69	15
	National	15	54	29	20	57	21
Writing	School	30	55	15	35	62	4
	National	28	55	15	38	48	12
Spelling	School	13	58	30	20	61	19
	National	16	52	30	20	57	21
Grammar & Punctuation	School	57	22	15	62	17	8
	National	19	50	29	25	55	19
Numeracy	School	15	59	26	8	76	17
	National	15	49	34	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 2019: % AT or ABOVE NMS		YEAR 7	YEAR 9
Reading	School	99	98
	National	95	92
Writing	School	90	86
	National	89	82
Spelling	School	97	96
	National	93	92
Grammar & Punctuation	School	95	96
	National	92	90
Numeracy	School	98	100
	National	94	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 28 students in 2019.

### **Higher School Certificate**

The school's HSC results were consistent leading from 2018 to 2019 with a large proportion of students achieving a Band 4, 5 and 6 compared to the previous year. There was an increase in students achieving a Band 6 result in 2019. More than 16 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 2019.

## Student Achievement (Band Performance)

Band Performance (%in Bands)		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6
English (Standard)	School	1.6	96.8	1.6
	State	12.2	75.5	11.8
English (Advanced)	School	0	73.9	26.1
	State	1.1	37.1	61.8
Mathematics	School	13.6	63.6	22.7
	State	7.6	43.0	49.2
Mathematics Standard 2	School	0	74.4	25.5
	State	16.2	58.8	24.1
Biology	School	14.0	69.8	16.3
	State	15.3	52.7	31.3
Ancient History	School	15.3	77.0	7.7
	State	14.8	48.3	35.5
Business Studies	School	21.4	71.5	7.1
	State	16.0	49.9	33.0
Music 1	School	0	66.7	33.3
	State	1.7	31.9	66.0
Studies of Religion I	School	7.3	54.5	38.2
	State	4.0	49.5	46.1
Industrial Technology	School	0	20.0	80.0
	State	20.0	57.9	21.4
Community & Family Studies	School	0	46.7	53.3
	State	10.3	51.5	36.3
Personal Dev,Health & Physical Education	School	8.0	68.0	24.0
	State	11.4	56.5	31.3

### *Student Achievement (Mean Performance)*

Mean Performance (%)	Students	School	State
English (Standard)	72	72.2	69.2
English (Advanced)	23	76.3	80.7
Mathematics	22	72.9	78.0
Mathematics Standard 2	52	74.6	70.7
Biology	45	70.3	71.9
Ancient History	28	66.8	72.6
Business Studies	15	65.7	72.2
Music 1	6	77.0	81.8
Studies of Religion I	58	37.3	38.2
Industrial Technology	10	76.0	68.7
Community & Family Studies	17	80.9	74.0
Personal Dev,Health & PE	28	73.6	72.6

### *Comparative Performance over Time*

School Performance (%)	2016	2017	2018	2019
English (Standard)	72.9	70.7	71.4	72.2
English (Advanced)	82.1	77.2	79.3	76.3
Mathematics	78.5	65.1	73.1	72.9
Mathematics Standard 2	NA	NA	NA	74.6
Biology	74.1	75.2	75.3	70.3
Ancient History	80.3	71.5	74.6	66.8
Business Studies	73.0	71.4	67.1	65.7
Music 1	83.7	84.2	81.6	77.0
Studies of Religion I	38.8	35.1	35.3	37.3
Industrial Technology	78.7	72.2	77.2	76.0
Community & Family Studies	80.9	75.0	77.1	80.9
Personal Dev,Health & PE	73.4	68.1	74.3	73.6

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## Parent, Student and Staff Satisfaction

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Satisfaction data has been collected from parents through the P&F Forum with regular meetings. The Principal Appraisal data also indicated a high level of satisfaction with the organisation and direction of the school.

Student SRC meetings indicated that the majority of students 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 encouraged them to learn to the best of their ability and there were a range of sporting and other activities they could become involved in.

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.



**CATHOLIC EDUCATION**  
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