

2020

ANNUAL SCHOOL REPORT

St Joseph's

Catholic High School
Albion Park



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 2021.

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

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Albion Park NSW 2527

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Principal: Amanda Wilson
Date: 26 March 2021

Vision Statement

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.

Message from Key School Bodies

Principal's Message

2020 has been a year like no other. With the massive changes due to the COVID-19 pandemic the school community has coped amazingly well with the transition into and out of remote learning. Students have continued to develop their skill set and academic outcomes. Even though activities have been significantly reduced throughout the year, the Year 12 SRC students organised 'Dress up Fridays' to create some fun memories for students as well as supporting charities. Years 7 and 9 students have participated in beach survival skills and an outdoors event with canoeing in Minnamurra river rather than a camp.

The school has continued to develop the grounds with the:

- installation of the Indigenous poles and refurbishment of the garden with bush tucker plants. This was courtesy of a grant from the local Federal Member of Parliament
- addition of a shared resource with St Paul's Primary School in a demountable that is for Aboriginal and Torres Strait Islander (ATSI) education; this will continue to be developed in the following years
- refurbished planter boxes outside the library area
- continued upgrade of a number of classrooms have continued to be upgraded with air conditioning, carpet and desks.

The student voice through the SRC continued to gain strength as students embraced ZOOM as a consultation format during remote learning to give feedback on structures and designs.

This year the school theme was 'Walking with'. This has permeated all aspects of school including becoming the pedagogy used for classroom delivery. Teachers go to where students are at and walk with them as they improve no matter what is their starting point. Students walk with friends and family as they grow and learn.

The school has introduced new support materials for students in the senior years and continued the development and use of SCRIBO throughout junior years to enhance writing capacity. Staff development has been around student assessment and the development of an operational five year learning plan to support students throughout their education.

Thank you to all staff and students for their efforts throughout this very unique year.

Parent Involvement

The St Joseph's Catholic High School Parents and Friends (P&F) Association continued to support school based programs and improvements for students throughout the 2020 school year.

Working closely with the Principal and the School Leadership Team, the P&F was able to support major improvements to the school canteen, with new bench tops and air conditioning installed.

The P&F greatly appreciates the positive interactions of the Principal with the group through a very different 2020, and look forward to continuing this relationship to support the learning community in making St Joseph's a better school.

Parents and Friends Association, President

Student Leadership

2020 was a very successful year for the Student Representative Council (SRC) at St Joseph's, despite many challenges along the way throughout this unique year. By reshaping the definition of success and productivity, the SRC implemented a range of initiatives to maintain a positive light within the school community during the harsh year of COVID-19. Led by two passionate School Captains and a conscientious SRC Coordinator, the SRC consisted of a collective group of student representatives from Years 7 to 12. Each SRC student was driven to create positive change in all aspects of school life by consistently voicing the opinions of their fellow students and maintaining the school motto "Act justly, love tenderly and walk humbly with God" at the core of each decision.

The main aim of the 2020 SRC was to rebuild and reinvigorate 'the Joey's way' by developing a safe, fun and loving environment. The 2020 SRC consistently amplified positive ideas and attitudes throughout the school community, allowing the student body to have a stronger and more influential voice in school events and day to day school life. In addition, the expansion of the SRC allowed for positive change and communication to occur throughout the wider school community, creating a closer bond between all students and staff.

To strengthen school spirit and positivity within the St Joseph's community, the SRC worked collaboratively in the organisation of a range of activities and fundraisers throughout the year. These initiatives were important to the student leadership team, who witnessed the enjoyment experienced by the community and raised significant funds for Project Compassion, St Vincent De Paul, Storm Birds and R U Ok Day.

One of the most rewarding events for the student leadership team was the Christmas fundraiser where the SRC covered the school in tinsel and Christmas spirit, with the entire school community joining in on the Christmas fun. It was beyond exciting to see the efforts behind the scenes finally come to life for the first time. Followed by the Valentine's Day fundraiser there were big plans for the year ahead, and many events in the making. It was at this point the team had no idea COVID-19 would be the next project they were dealing with. Many of the team's plans were no longer able to go ahead so reinvention of school activities with COVID-19 friendly options was the next best thing. School dress up days became the fortnightly tradition, giving the choice back to the student body on what they wanted the next dress up to be. Additionally changing the school bells to fun and uplifting songs and tying them into each dress up theme built excitement throughout the week.

The 2020 SRC is beyond grateful for the opportunity to have led the St Joseph's community during a very challenging, but rewarding year. The SRC is honoured to have helped support the school community and to have seen both students and staff enjoy themselves with smiles all round. Collectively, the SRC truly hope to

have left a lasting impact on both community and leadership at St Joseph's, and that future students will continue to build upon this work and continue to spread positivity in all that they do.

School Captains

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 679 students.

Established in 1982, the school provides quality Catholic education with student learning and wellbeing at the centre of all endeavours. The school Motto is "Act justly, love tenderly and walk humbly with your God" (Micah 6:8). St Joseph's enjoys expansive grounds, sporting fields and excellent facilities. The school has a proud tradition as a welcoming and vibrant learning community. St Joseph's takes pride in promoting ATSI culture and awareness. Quality teaching and learning is driven by a commitment to continuous school improvement. Staff are data informed and embed research-based practices of learning intentions and success criteria to enhance student learning. Years 7 and 8 students have access to enrichment and extension opportunities through the Ignite Academic Enrichment Program, while Years 8 - 10 students have the option to nominate English/ HSIE or Science as the focus area for extension. Year 10 students are able to participate in a Pathways Program which facilitates the study of one Year 11 Course in Year 10. Literacy and Numeracy Instructional Coaches work with staff to embed explicit teaching of skills in all key learning areas. The Diverse Learning Needs Department provides support for students with individual learning needs and works collaboratively with parents and staff to ensure learning adjustments and quality differentiated teaching is available to students.

Student wellbeing is a core focus underpinned by the knowledge that wellbeing is essential for learning. In providing a safe and supportive environment, the school strives to ensure that each student has the opportunity to focus on their learning and realise their goals. Pastoral and Learning Support Teachers and the Leader of Student Wellbeing support each child's learning and development. There is a culture of helping members of the school and broader community who are in need through a range of social justice activities, including the St. Vincent de Paul Winter and Christmas Appeals. The school offers a variety of clubs and programs to cater for a range of student interests including the Aspiring/Elite Athlete program, Student Representative Council, the Youth Mission Team and War on Waste Club. The school is renowned for its expansive extra-curricular program including the annual School Musical, the School Choir, debating and representative sport.

Student Enrolments

| 2020 Enrolments | |
|---------------------------------------|-----|
| Boys | 311 |
| Girls | 368 |
| Total | 679 |
| Aboriginal and Torres Strait Islander | 20 |
| LBOTE | 78 |

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 2020.

Student Attendance

| 2020 Attendance | Male | Female |
|------------------------|-------------|---------------|
| Year 7 | 93% | 92% |
| Year 8 | 93% | 90% |
| Year 9 | 89% | 89% |
| Year 10 | 88% | 89% |
| Year 11 | 91% | 88% |
| Year 12 | 92% | 91% |
| Whole school | 91% | 90% |

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 a collaborative approach by office staff, homeroom teachers and pastoral and learning support teachers to monitor attendance and when required, additional support from the 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

| | |
|---|------------|
| Year 10 Total Enrolment 2018 | 161 |
| Year 12 Enrolment at Census Date remaining in Year 12 at end 2020 | 111 |
| Actual Retention Rate (%) | 69% |

Student Attainment in Senior Years

| Years 11 - 12 2020 | |
|---|-----|
| % of students undertaking vocational training or training in a trade during Years 11 and 12 | 35% |
| % of students who have completed at least one (1) VET course in either Year 11 or 12 | 29% |
| % of students in Year 12 attaining the award of Higher School Certificate or equivalent vocational education and training qualification | 99% |

Destination Survey

| 2020 | Year 10 | Year 11 | Year 12 |
|----------------------|----------------|----------------|----------------|
| No of School Leavers | 13 | 10 | 121 |
| University | - | - | 67 |
| TAFE/Tertiary | 4 | 4 | 20 |
| Employment | 5 | 4 | 12 |
| Other School | 4 | 2 | - |
| Other/Unknown | - | - | 22 |

Staffing Profile

There are a total of 65 teachers and 27 support staff at St Joseph's Catholic High School. This number includes 46 full-time, 19 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 | 62 |
| Highly Accomplished / Lead | - |

Teacher Attendance and Retention

The average daily teacher attendance rate for 2020 was 94.8%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2019 to 2020 was 96%.

Professional Learning

During 2020, 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 92 staff. These days focused on:
 - Remote learning transition and the use of various online platforms and resources
 - Differentiation.

- B. Other professional learning activities provided at school level including CEDoW run courses:
 - Using Scribo to support student writing (20 staff)
 - Literacy for Learning cohorts 1 and 2 (26 staff)
 - Technologies to support remote learning (92 staff)
 - NCCD Disability Standards for Educators (92 staff)
 - Learning for Leadership (1 staff)
 - Agile School Leadership (3 staff)
 - Atomi training (12 staff)
 - Compass training (92 staff).

The school's *Teacher Learning Network* subscription provided staff with access to a variety of online courses. Thirty four staff completed the First Aid Course and seventy two staff completed the Cardiopulmonary Resuscitation Course.

The average expenditure by the school on professional learning per staff member was \$308.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$249.

Catholic Life & Religious Education

Catholic life and Religious Education continued at St Joseph's in 2020 with a focus of the Emmaus Paradigm infused into a rich Catholic curriculum that embedded spirituality, the Catholic tradition and prayer life. This year was the first year that the role of Assistant Religious Education Coordinator (AREC) with great success. The AREC led and coordinated Stage 4 Religious Education and prayer life, including engaging learning tasks, staff formation and support as well as Year 7 class Masses and prayer opportunities.

The Panola Team was also established. The team's design and purpose was to collaboratively support the mission of the school; 'Act Justly', through the collaborative efforts of the REC, AREC, YMC, school chaplain and RE-SSO. The team had group meetings to strategically organise prayer opportunities, social justice initiatives, pastoral support, staff formation and student learning.

Social Justice initiatives at St Joseph's shifted in terms of style and type significantly due to COVID-19 restrictions. However some events did go ahead such as Project Compassion for Lent, Vinnies Winter Appeal (money donations), Stormbirds (Catholic organisation for disaster relief), MacKillop Today in celebration of Mary of the Cross MacKillop's life and the anniversary of her canonisation and well as contributing vouchers and money for the Vinnies Christmas Appeal (Albion Park Branch). The funds raised for these were:

- Project Compassion Caritas \$1,200
- Good Grief Trading as MacKillop Family \$500
- Mary MacKillop Feast \$800
- St Vincent de Paul Winter Appeal \$750
- St Vincent de Paul Xmas Appeal \$735 in Gift Cards and \$4,800 cash.

Year 8 Catch the Wave Retreat day went ahead. Youth Mission Homeroom also continued to provide leadership to the school and engage in promoting the Catholic ethos and 'the Joey's Way'.

Religious Literacy Assessment

Due to COVID-19 significant changes and restrictions were placed on school communities resulting in the suspension of the *Religious Literacy Assessment* program for 2020.

School Review and Improvement

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

School Review and Improvement components reviewed and rated in 2020:

Mission Dimension 1 – Mission and Catholicity

School Vision and Mission (1.1)

Goal: 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

Students achievement (2.1)

Goal: 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)

Goal: 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)

Goal: 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.

School Review and Improvement components to be reviewed and rated in 2021:

Mission Dimension 1 – Mission and Catholicity

School Vision and Mission (1.1)

Goal: By the end of 2021, students will have an understanding of the Vision and Mission of the school.

Mission Dimension 2 - Learning and Teaching

Student achievement (2.1)

Goal: By the end of 2021, a learning culture incorporating the Emmaus Paradigm will be firmly established to meet the diverse learning needs of students.

Differentiation (2.5)

Goal: By the end of 2021, differentiated instruction will be evident in classroom practice.

Mission Dimension 3 - People and Culture

Reenvisioning student support pathways (3.1)

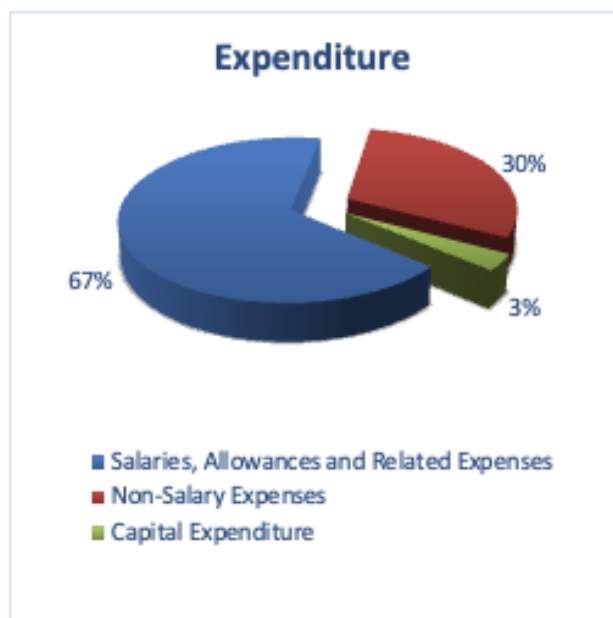
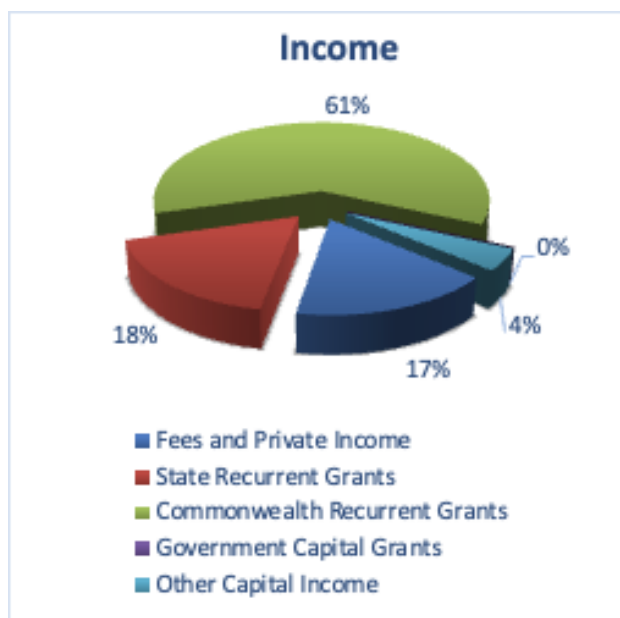
Goal: By the end of 2021, staff will provide structured support for all students, so that students are more engaged in their learning.

Financial Summary

In 2020 St Joseph's received a grant from the local Federal Member of Parliament as part of the Local Schools Community Funding. The funds were used to create an Indigenous Garden "Nuggong" meaning 'Beautiful Place' including welcome poles and a bush tucker garden made in consultation with Dharawal Elders.

In 2020 the refurbishment plan for the school continued, including re-painting school facilities, new carpet, air conditioning and new furniture in many classrooms. Technology throughout the school was updated including the installation of additional CCTV security equipment and network cabling in 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 2020. This data is taken from the 2020 financial return to the Australian Government, Department of Education, and Training.



Student Welfare

In 2020 new pastoral structures were implemented across the whole school. This change brought about a change of language and structure from traditional 'Year Coordinators' to 'Pastoral and Learning Support' (PALS) Team. Each stage has assigned four PALS teachers to support the learning and wellbeing of students. This change brought about a focus on collaboration and consultation for staff, making it easier for students to access support. This new structure proved very successful especially with the new challenges that came with COVID-19 including remote learning.

In line with the new pastoral structures, the Case Collaboration Team was introduced, with weekly timetabled meetings scheduled to monitor student progress and wellbeing. The Case Collaboration Team consists of the Principal, Assistant Principal, Leader of Student Wellbeing, Diverse Learning Needs Coordinator and Curriculum Coordinator. The work of the Case Collaboration Team is data driven, proactive with a strong focus on student learning at the centre of everything we do.

In 2020, while a number of our pastoral programs were not able to run due to COVID-19 restrictions, the following programs were delivered:

Brainstorm - Cyberia - Year 8 were able to participate in this great production, based around Cyberbullying.

Your Choicez - The Your Choicez program was run in separate gender groups. It is a very important and well designed program that links in with the respectful relationships framework for St Joseph's.

Police Talks - The Police Liaison Officer presented the police talks for the various Year groups. The topics included: Stage 6 - driving and road safety, Stage 5 - drugs and alcohol implications and Stage 4 - social media and cyberbullying.

Paul Dillon - DARTA - Students in Year 10, 11 and 12 participated in a group Zoom meetings to learn about risk taking behaviours, including the dangers of drugs and alcohol.

Students at St Joseph's were also able to participate in several important days throughout the year. These included R U Ok? Day, National Day against Bullying and Violence and Harmony Day. Despite COVID-19 restrictions students were able to participate in activities in the classroom and engage in several outdoor activities.

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. No changes were made to these Diocesan documents in 2020.

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.sichsdow.catholic.edu.au or by contacting the school office.

Learning and Teaching

Introduction

The impact of COVID-19 presented many challenges for teaching and learning at St Joseph's in 2020. However, these challenges also presented many opportunities which staff and students accepted with great enthusiasm. Supporting students and teachers during remote learning as well as upon return to classroom teaching, with a number of restrictions to safeguard the community's health, gained importance.

Curriculum and Pedagogy

Syllabus implementation

A large focus for the start of the year was the delivery of content via remote learning. Whilst initially providing challenges for staff and students, the engagement in online remote learning was quite high with students generally showing a great deal of independence and responsibility for their learning during this time. Staff were also able to further enhance their capacity to use technology to develop practical engaging methods to deliver content and monitor student progress.

The school timetable was restructured due to COVID-19. Classes were rescheduled as double lessons upon return from remote learning to facilitate the ability to both consolidate time to cover content and differentiate delivery to students based on need and capability. This included a flexible learning approach for senior students one day per cycle that enabled them to focus on particular areas of learning as required. This was of particular benefit to students undertaking practical subjects with major projects as part of the assessment requirements.

New courses have been developed and implemented within the Stage 6 program. Studies in Catholic Thought runs alongside Studies of Religion as an option for senior students. Extension History has also been added as an option for HSC students who will sit the first exam for this course in 2021.

HSC Pathways has been trialled for the first time in 2020. Thirty four Year 10 students began the Year 11 course work across six different subjects across VET, Creative Arts, Science and HSIE. Thirty of these students will continue on to undertake the HSC component of these courses in 2021.

Assessment and reporting

In the classroom the focus continued on enhancing the learning environment for 2020. The use of learning intentions and success criteria was expanded across all classes. Class generated data through the use of systems such as pivot surveys were used to determine class understanding and teacher effectiveness. A pilot program was developed with teachers in Stages 4 and 5 working collaboratively to generate data on their shared classes and work collaboratively to use this data to enhance student engagement in learning. It is envisaged this process will be further developed and implemented in 2021. The development and use of quality rubrics to inform student understanding also continues to develop and guide assessment.

Technology supporting learning screencast / flipped graphics tablets

The need to implement remote learning strategies during Semester 1 saw students and staff shift to a range of technologies to support learning. Online Zoom classes were established giving students across all years face to face interaction with their teachers. Alongside this was the use of platforms such as screencast, graphics tablets and flipped learning approaches used across a variety of KLAs to support students' learning. Established resources such as Google Classroom continued to grow in importance as a way of distributing and collecting work as well as recording student progress. The use of Scribo has continued to both increase providing students with a means to gain feedback on written work and support students to enact and grow as learners. Pivot surveys were used across all classes to gain an understanding of teaching and learning effectiveness as well as

to monitor learning growth in classrooms. Stage 6 classes also explored the use of Atomi as a means of supporting class learning and guiding student revision for a range of senior courses.

Cross Curriculum

Literacy Strategies

Teacher confidence in the teaching of literacy across the curriculum has continued to increase during 2020. Whole-school strategies such as TEEL paragraphs and the reading for understanding guide have continued to be implemented, with new resources published and workshopped during staff meeting time. Staff usage of Scribo has increased significantly due to workshops and training designed and delivered by the IT Coordinator and one-on-one coaching and classroom workshops provided by the Literacy Instructional Coach. Teacher professional development in literacy has also continued to grow, with the first Literacy for Learning course completed by twelve staff members in June, and the second cohort beginning their course in October.

Numeracy Strategies

During 2020, teacher confidence in the application of numeracy has amplified due to increased focus on numeracy skills as applied across KLAs. The Numeracy Instructional Coach worked with individual KLAs to ascertain where numeracy skills are required within their relevant syllabus and program. Applicable numeracy skills have been addressed through individual coaching and classroom workshops to develop the capacity of the teachers to deliver effective and engaging lessons to students. This focus has developed the concept of shared responsibility for numeracy across the school.

Aboriginal and Torres Strait Islanders

2020 was a very different year for lots of reasons due to COVID-19 restrictions. The school community was unable to participate in the many cultural activities and experiences that we normally would, such as the Aboriginal Flag Walk, the Bush Tucker Excursion to Wollongong Botanical Gardens, AIME or the excursion to EORA country.

However, with the school's Aboriginal Education Assistant (AEA) and talented Aboriginal artist, school ATSI students and staff were able to finish work on the Message Poles, which have now been installed at the front of the school with a dry river bed connecting each of the poles to each other, symbolising the significance of community connection. A bush tucker garden, which will be developed into a wellbeing space, has also been planted behind these.

The AEAs were able to meet with students and assist with their academic and cultural learning. The school also had a dance choreographer who worked with the dance group and created a series of beautiful dances that will be performed in 2021.

The school is very excited about the new Cultural Program being developed and run by CEDoW next year as well as the new PDHPE student and staff polo shirts, which were designed by a former student. The school welcomes the Principal's introduction of a new cultural space, which will be shared by St Paul's Catholic Primary and St Joseph's Catholic High Schools' ATSI students.

Multicultural

Year 7 students participated in a mini cultural day. Students organised activities in their classes: The Spanish class organised a face mask painting activity to reflect 'Dia De Los Muertos' (The Day of the Dead) with students decorating their own masks and also making some sweet Spanish biscuits. The Italian class organised a 'Bocce' experience and the Japanese class organised the Wollongong Kendo Club to run students through a Kendo (Japanese martial art that uses bamboo swords) experience. The day was well received by students with suggestions of making this an annual event from 2021.

Meeting the needs of all students

Diversifying learning

The Diverse Learning Needs Faculty has supported students in various ways through the challenges of COVID-19 in 2020. The School Support Officers (SSOs) were allocated identified students to support during the remote learning period to ensure students were still supported in their learning during this time. SSOs were available to offer student support through Zoom sessions, emails and Google Classroom. Students were also provided with a range of resources to further support their remote learning.

The Diverse Learning Needs faculty also supported students in the classroom, in small group and individual intervention programs. The interventions run by the faculty in 2020 include MACQLIT, Secret Agents Society, Focus on Literacy, small group mathematics withdrawal groups along with organisational and assessment support.

In 2020, the staff completed the Disability Standards for Education professional learning modules to assist staff in their support of students with additional needs within the school.

Gifted Education

The support for gifted and talented students this year was again largely hampered by the impact of COVID-19 on the school community this year. The Ignite Program that allows identified students to be involved in a program that allows them to develop their brain plasticity and higher order thinking skills to ask questions about their learning was developed for students in Stages 4 and 5. It is based on the education of self and the education of students' relationship with others, as this has a major impact on the way students think and learn. Whilst the program was not able to be rolled out in its entirety, students in the program were given the opportunity to participate in developing a deeper understanding and connection with specific sessions in Science and Technology. It is envisaged the program will be able to run with greater impact in 2021.

The Aspiring Athlete Program was also introduced to support students displaying gifted and talented abilities across a range of sports. Again hampered by the impacts of COVID-19, students from Years 7 to 10 were invited to participate in the program. Successful applicants were able to spend time with qualified trainers from BaiMed to develop a greater understanding of their physical capacities while time was also spent focusing on psychological readiness and structures to support the balance of school work and the demands of the students' sports. Again it is hoped that students will be able to experience the full benefits of this program in 2021.

Expanding Learning Opportunities

The impact of COVID-19 again hampered the provision and involvement in the wide variety of extra curricular learning opportunities normally provided at St Joseph's. COVID-19 saw the cancellation of basically the entire Diocesan and NSW Combined Catholic Colleges Sport Program for the year. At a school level our annual school musical was also cancelled for 2020.

Competitions

Students were still able to partake in a variety of learning opportunities including the Australian Geography Competition, Australian History Competition, ACER, ICAS Mathematics Competition and Australian Mathematics Competition. The Creative and Performing Arts Faculty again ran another highly successful 'ARTSTOBER' with two Artists in Residence for the week engaging and mentoring student works while the Guitar Club continued to provide students the opportunity to fine tune their understanding of the guitar and their own techniques. The Writing Club continued to provide students with the opportunity to develop their passions in writing.

Debating

Students were afforded the opportunity of participating in debating against other schools at the end of the year when restrictions were eased. Students from Years 7 to 11 were involved in two debating competitions; the Catholic Schools Debating Association Regional Competition held at St Mary Star of the Sea College and the Fun Inter-school Debating Competition held via Zoom.

On each of these days, the students participated in three debates; one prepared and two impromptu, focusing on a variety of current and contemporary issues, pitching their skills and talents against students from St Mary Star of the Sea College, Edmund Rice College, Corpus Christi Catholic High School and St John the Evangelist Catholic High School. St Joseph's Catholic High School students showcased their ability to argue a point, refute an argument and present a team line. Within each competition, the teams finished equal third place with Corpus Christi Catholic High School, behind St Mary Star of the Sea College and Edmund Rice College.

These competitions gave students the opportunity to develop their debating skills as well as mix with like-minded students from across the region. Each St Joseph's student spoke extremely well and proudly represented the school.

Sport

Representative Sport commenced in Term 1 with St Joseph's Catholic High School students competing in the NSW All Schools Triathlon Championships at Penrith Lakes. The school had competitors in the individual and relay team events. The Senior Girls Relay Team won this event and were crowned the best Catholic Senior Girls Triathlon Team in the State.

St Joseph's fielded teams in the Diocesan Girls and Boys Touch Football Championships. The school's Junior Girls Team placed second in this competition, which was held at Dalton Park. Senior coaches from Year 11 assisted the St Joseph's coaching staff to manage teams and fulfil refereeing duties. These students were outstanding in this role. Two male students were selected to represent the Wollongong Diocese at the NSWCCC Touch Championships in Nelson's Bay. The school's tennis teams also participated in the Diocesan Tennis Championships in February.

The Diocesan Swimming Carnival was held at Corrimal Pool in March. Two students from St Joseph's received age champion awards and several students gained selection into the Wollongong Diocesan Team to compete at the NSW Combined Catholic Colleges (NSWCCC) Swimming Championships at Homebush. Unfortunately, COVID-19 resulted in this event being cancelled along with all Diocesan, NSWCCC, NSW All Schools and School Sport Australia events from mid March-December 2020.

Sport at St Joseph's was modified to ensure that guidelines for the safe conduct of sport were followed. The inaugural 'Joey's Race Around Australia' was launched and successfully implemented. This initiative saw students in PDHPE classes compete to gain kilometres for the physical activity undertaken at home and at school. The aim was to make the 25,000 kilometre journey around Australia as a team. The furthest team reached the Northern Territory. This initiative kept students engaged in the school community and encouraged physical activity which was important for health and wellbeing, especially at a time when regular sport and competitions had been suspended.

During remote learning, the St Joseph's Aspiring/Elite Athlete Program continued with Zoom sessions in Sports Psychology. Athletes were able to make Zoom private appointments with the staff at BaiMed to update their strength and conditioning programs. The Aspiring/Elite Athlete Program was launched for the 2020/2021 year in Term 4. Athletes underwent physical and musculoskeletal testing at the BaiMed Performance Centre in Figtree. A nutrition education seminar was also held via Zoom with BaiMed's Sports Dietician. The program has

thirty aspiring and elite athletes across a range of sports such as boxing, snowboarding, netball, football, soccer, athletics, cross country, swimming, refereeing, gymnastics/acrobatics and dancing.

External sports providers implemented excellent skill development programs in flag football, tennis, fitness, martial arts, AFL, surf awareness, cricket, dance and soccer. St Joseph's has collaborated with the coaches from Chipper's Finishing School to formulate the Joey's Soccer Development Program. This program aims to develop the soccer skills of junior players and give senior students the opportunity to develop coaching skills and 'give back' to the school community.

The St Joseph's Sportsman of the Year Award recognised the outstanding sporting achievement of the school's students in 2020. Ten finalists were selected from over forty nominees for sporting success in cycling, soccer, dragon boating, go karting, acrobatics, rugby league refereeing, athletics, cross country, swimming and hockey. The worthy recipient of the award was announced at the final school assembly.

Vocational Education and Training

Numerous Vocational Education and Training (VET) courses were again undertaken at St Joseph's in 2020. Courses on offer included Hospitality, Construction Pathways, Information Digital Technology, Kitchen Operations, Business Services and Electrotechnology.

A number of students continued in workplace traineeships and an increased number of students commenced TAFE delivered (TVET) courses, allowing them to complement their pattern of study by commencing qualifications that are relevant to their chosen study or career pathway. Areas of study for students completing Year 11 included Music Industry, Aviation, Animal Studies and Beauty Services. Areas of study for students completing Year 12 included Health Services (Nursing), Early Childhood Education and Care, Beauty Services, Active Volunteering, and Information and Digital Technologies.

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

Due to COVID-19 significant changes and restrictions were placed on school communities resulting in the suspension of the *National Assessment Program – Literacy and Numeracy (NAPLAN)* testing for 2020.

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 23 students in 2020.

Higher School Certificate

Despite the impact of COVID-19, the school's HSC results were consistent in 2020 compared to previous years. Students undertook study across more than thirty courses comprising board endorsed and content endorsed courses, as well as VET and Life Skill courses. Most students studied courses on site but some chose to study courses at TAFE as well as via correspondence. More than 70% of students achieved a Band 4, 5 and 6 including fourteen Band 6 results across fourteen subjects. More than thirteen courses were at or above state average.

Student Achievement (Band Performance)

| Band Performance (%in Bands) | | Bands 1 and 2 | Bands 3 and 4 | Bands 5 and 6 |
|--|--------|---------------|---------------|---------------|
| English (Standard) | School | 1.7 | 90.0 | 8.3 |
| | State | 10.8 | 77.7 | 11.5 |
| English (Advanced) | School | 0.0 | 66.7 | 33.3 |
| | State | 0.6 | 36.1 | 63.4 |
| Mathematics Standard 2 | School | 14.1 | 71.9 | 14.1 |
| | State | 24.4 | 50.8 | 24.8 |
| Mathematics Advanced | School | 0.0 | 70.5 | 29.4 |
| | State | 4.2 | 43.2 | 52.6 |
| Biology | School | 2.5 | 80.0 | 17.5 |
| | State | 13.1 | 56.2 | 30.7 |
| Ancient History | School | 16.7 | 83.3 | 0.0 |
| | State | 15.6 | 51 | 33.4 |
| Business Studies | School | 20.6 | 68.9 | 10.3 |
| | State | 17 | 47.7 | 35.3 |
| Music 1 | School | 0.0 | 55.6 | 44.4 |
| | State | 1.7 | 33.8 | 64.5 |
| Studies of Religion I | School | 1.6 | 70.5 | 27.9 |
| | State | 5.9 | 50.3 | 43.8 |
| Industrial Technology | School | 0.0 | 57.2 | 42.9 |
| | State | 19.2 | 57 | 23.8 |
| Community & Family Studies | School | 0.0 | 76.5 | 23.5 |
| | State | 8.9 | 57.1 | 33.9 |
| Personal Dev,Health & Physical Education | School | 3.6 | 64.3 | 32.1 |
| | State | 14.4 | 51.2 | 34.5 |

Student Achievement (Mean Performance)

| Mean Performance (%) | Students | School | State |
|----------------------------|----------|--------|-------|
| English (Standard) | 67 | 71.6 | 69.9 |
| English (Advanced) | 27 | 78.2 | 81.3 |
| Mathematics Standard 2 | 69 | 68.8 | 68.4 |
| Mathematics Advanced | 18 | 75.3 | 79.2 |
| Biology | 42 | 72.1 | 72.4 |
| Ancient History | 9 | 69.2 | 72.1 |
| Business Studies | 32 | 65.1 | 72.0 |
| Music 1 | 9 | 78.8 | 81.6 |
| Studies of Religion I | 65 | 37.2 | 37.7 |
| Industrial Technology | 8 | 79.9 | 69.5 |
| Community & Family Studies | 17 | 73.5 | 74.1 |
| Personal Dev,Health & PE | 29 | 77.2 | 72.5 |

Comparative Performance over Time

| School Performance (%) | 2017 | 2018 | 2019 | 2020 |
|----------------------------|-------|------|------|------|
| English (Standard) | 70.7 | 71.4 | 72.2 | 71.6 |
| English (Advanced) | 77.2 | 79.3 | 76.3 | 78.2 |
| Mathematics Standard 2 | NA | NA | 74.6 | 68.8 |
| Mathematics Advanced | NA | NA | NA | 75.3 |
| Biology | 75.2 | 75.3 | 70.3 | 72.1 |
| Ancient History | 71.5 | 74.6 | 66.8 | 69.2 |
| Business Studies | 71.4 | 67.1 | 65.7 | 65.0 |
| Music 1 | 84.20 | 81.6 | 77.0 | 78.8 |
| Studies of Religion I | 35.1 | 35.3 | 37.3 | 37.2 |
| Industrial Technology | 72.2 | 77.2 | 76.0 | 79.9 |
| Community & Family Studies | 75.0 | 77.1 | 80.9 | 73.5 |
| Personal Dev,Health & PE | 68.1 | 74.3 | 73.6 | 77.2 |

Parent, Student and Staff Satisfaction

Satisfaction data has been collected through the 'Tell Them From Me' survey, which was conducted at the start of Term 4. Data collected from the Assistant Principal Appraisal also indicated a high level of satisfaction from the school community.

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.

Parent data indicated the following:

- overall parents felt that the school communicates well with the parent body. Parents felt especially welcomed when they visit the school, and that all information is clear and concise when communicated to the parent body
- parents are satisfied with the reporting process at the school and indicated that the reports are written in a way they can understand
- parent satisfaction with the school's support of their child's learning was high. Parents reported high teacher expectations and genuine interest in learning
- parents reported that the school maintains high expectations on behaviour and that their child is aware of all school rules
- parents are satisfied with how behaviour issues are dealt with in a timely manner and reported that their child feels safe coming to school each day. Parents also indicated that staff support students in developing positive friendships with their peers and teachers help students who need extra support.

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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