

# 2021

## 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 2022.

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

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Principal: Amanda Wilson  
Date: 31 March 2022

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## Vision Statement

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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.

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## Message from Key School Bodies

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

St. Joseph's Catholic High School throughout 2021 has continued its focus on school improvement. In 2021 the school operated on the theme of 'walking with' - this meant that staff met students where they are and moved with them on the journey providing skills and challenges to create successful, resilient young people. This has also incorporated the Emmaus paradigm in the classroom. Student ministry is a strong focus of the school and the social justice initiatives even with COVID-19 were very successful under the direction of the Penola team. The challenges of COVID-19 and remote learning provided a reset for what is important and that relationships and connection are critical for student learning.

There has been a focus on core literacy skills and in particular writing throughout the year. Students have been exposed to a variety of online platforms to assist with their learning for both literacy and numeracy. There has been a continued improvement in classroom presentation for the best learning environment for students. The school has started the Aboriginal and Torres Strait Islander (ATSI) Centre as a shared resource with St Paul's that will come into operation in 2022.

Student participation in events has been strong throughout the year though limited in number available due to COVID-19. The school programs of Elite Athlete, Ignite and the SRC are going from strength to strength with students making the most of opportunities that are offered to them.

### ***Parent Involvement***

The St Joseph's Catholic High School Parents and Friends Association continued to support school based programs and improvements for students throughout 2021 school year. Working together with the Principal and Executive Team, funds have been provided for the replacement of Year 10 shaded area and for the running of various student programs. The P&F greatly appreciates the positive interactions of the Principal with the group through a very different 2021, 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***

The theme for St Joseph's in 2021 was to "Walk With" - continuing to support students through COVID-19 and beyond. The school helped students strive to reach their goals and respect self, others, learning and the environment. Learning took place in an enthusiastic and bright environment, with teachers who are passionate to share their knowledge, as well as a School Principal who leads the school on an exemplary path to success. The students are so proud and honoured to be leaders of St Joseph's Catholic High School, a

community which is driven by love, respect and happiness with countless opportunities preparing all students to create a positive change in our world.

Throughout 2021, students have continued to face the challenges of a constantly changing world and felt extremely grateful to have such a supportive teaching staff, Student Representative Council and Leadership Team. It is a blessing to have amazing teachers striving constantly to provide endless opportunities for students to excel in their education at school and at home.

*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 687.

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 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 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**

2021 Enrolments	
Boys	317
Girls	370
Total	687
Aboriginal and Torres Strait Islander	31
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: and the CEDoW website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to this Policy in 2021.

### ***Student Attendance***

2021 Attendance	Male	Female
Year 7	86.6%	86.6%
Year 8	85.2%	82.7%
Year 9	86.1%	80.2%
Year 10	83.1%	81.0%
Year 11	82.4%	86.1%
Year 12	77.8%	75.4%
Whole school	83.5%	82.0%

### ***Management of Student Non Attendance***

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, 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.

A variety of intervention strategies are used to improve student attendance. Parents are contacted when three consecutive school days of unexplained absence occur. 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 2019</b>	<b>130</b>
Year 12 Enrolment at Census Date remaining in Year 12 at end 2021	98
Actual Retention Rate (%)	75%

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

<b>Years 11 - 12 2021</b>	
% of students undertaking vocational training or training in a trade during Years 11 and 12	36%
% of students who have completed at least one (1) VET course in either Year 11 or 12	24%
% of students in Year 12 attaining the award of Higher School Certificate or equivalent vocational education and training qualification	98%

### ***Destination Survey***

<b>2021</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
No of School Leavers	30	24	106
University	0	0	41
TAFE/Tertiary	2	5	8
Employment	18	14	26
Other School	9	1	0
Other/Unknown	1	4	31

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## Staffing Profile

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There are a total of 66 teachers and 32 support staff at St Joseph's Catholic High School. This number includes 53 full-time, 13 part-time teachers.

### **Teacher Accreditation Status**

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

Teacher Accreditation Status	Number of Teachers
Conditional / Provisional	5
Proficient	61
Highly Accomplished / Lead	0

### **Teacher Attendance and Retention**

The average daily teacher attendance rate for 2021 was 94.8%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2020 to 2021 was 93%.

### **Professional Learning**

During 2021 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 even though restrictions due to COVID-19 limited the number of face to face professional development opportunities.

These included:

- A. St Joseph's Catholic High School whole school development days involving 60 staff. These days focused on:
  - 'Differentiation - Knowing, Understanding, Doing' including the following workshops: Feedback, Moving from our instinct to data informed, Numeracy Instructional Coaches, Switching teachers' talk to students' talk to shape cognition, engaging students in content through literacy, Using Rubric, Wellbeing, Extending Mathematical Understanding (EMU) and 9 Discipline-Specific Literacy Project.
- B. Other professional learning activities provided at school level including CEDoW run courses:
  - Lamplighters Spiritual Formation (5 staff)
  - Alight for the World Spiritual Formation (1 staff)
  - Secondary Leading Learning Networks (8 staff)
  - Mini Certificate of Gifted Education (3 staff)
  - Aspiring Leaders Course (2 staff)
  - Diocesan Literacy Project (3 staff)
  - CEDOW Numeracy Project (1 staff)
  - Enriching Mathematics Understanding (4 staff)

- Growth Faculty Leadership Formation (8 staff)
- Transition and Pathways Collaborative Learning Circles (1 staff)
- Transition and Pathways Programming (2 staff)
- Changing School Culture (2 staff)
- CEDoW Cross School Moderation - Adjustments: Making them Count (2 staff)
- NSW Curriculum Reform Taskforce (1 staff)
- Dive into Deep Learning with Michael Fullan and Max Drummy (2 staff)
- High Performance Pedagogy (1 staff)
- Studies of Religion in Focus Conference by ISRA Academy (1 staff)
- How to Implement Restorative Practices (1 staff)
- Scribo (6 staff)
- First Aid (38 staff)
- CPR (37 staff).

The school's *Teacher Learning Network* subscription provided staff with access to a broad variety of online courses.

The average expenditure by the school on professional learning per staff member was \$204.

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$146.

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## Catholic Life & Religious Education

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Catholic life and Religious Education continued at St Joseph's in 2021 with a focus of the school theme "Walking With" continuing to be infused into a rich Catholic curriculum that embedded spirituality, the Catholic tradition and prayer life. This year continued with 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 continued. 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) and Vinnies Christmas Appeal (Albion Park Branch).

The funds raised for these were:

- Project Compassion Caritas \$2,600.
- St Vincent de Paul Winter Appeal \$400.
- St Vincent de Paul Christmas Appeal \$334. + approx \$400. in Gift Cards.

Due to COVID-19 restrictions liturgical life at St Joseph's in 2021 was unable to happen in the usual way. Instead, prayer services were held via zoom stage meetings and assemblies. During remote learning of Term 3 daily prayer was sent out via Compass each morning so students could engage and Homeroom teachers' could pray and discuss with their Homeroom classes. Youth Ministry continued with Active sessions being run on zoom. However overnight retreats were not able to happen. Year 12 completed a two hour Retreat Reconnector Session run by the Tomorrow People. This was a great success in trying to create connection and the spirit of their overnight Year 12 Retreat from earlier in the year.

### **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 2021.

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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 2021:***

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

*Focus Area:* School Vision and Mission

*Strategic Intent Statement/Goal:* By the end of 2021, there will be data as evidence that staff and students are beginning to embrace the Vision and Mission of the school.

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

*Focus Area:* Student Achievement

*Strategic Intent Statement/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.

*Focus Area:* Differentiation

*Strategic Intent Statement/Goal:* By the end of 2021, differentiated instruction will be evident in classroom practice.

#### **Mission Dimension 3 – People and Culture**

*Focus Area:* Re-envisioning student support pathway

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

### ***School Review and Improvement components to be reviewed and rated in 2022:***

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

*Focus Area:* School Vision and Mission

*Strategic Intent Statement/Goal:* By the end of 2022, by using the theme belonging, students and staff demonstrate an active understanding of the schools mission and vision statement through their striving for excellence and involvement in all aspects of school life.

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

*Focus Area:* Student Achievement

*Strategic Intent Statement/Goal:* By the end of 2022, the enhanced learning culture will have led to better results (NAPLAN and HSC) and growth in student performance and bring about improvements to the students' learning dispositions.

*Focus Area:* Differentiation

*Strategic Intent Statement/Goal:* By the end of 2022, differentiated instruction will be evident in classroom practice.

*Focus Area:* Differentiation

*Strategic Intent Statement/Goal:* By the end of 2022, a specialist setting will be refined to meet the learning needs of all students.

### **Mission Dimension 3 – People and Culture**

*Focus Area:* Re-envisioning student support pathway

*Strategic Intent Statement/Goal:* By the end of 2022, revised pastoral care structures, based on PB4L, will reflect and meet the diverse behavioural, wellbeing and learning needs of students.

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## Financial Summary

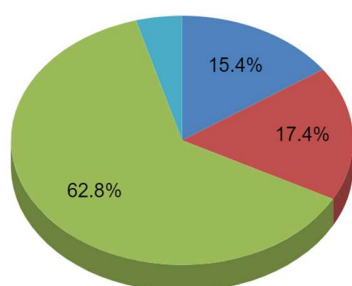
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The refurbishment plan for the school continued during 2021 and included installing improved sound proofing the student used media room. Classrooms were fitted with fixed automatic hand sanitisers and the school commenced updating audio visual classroom equipment. Work was completed to repair many of the concrete pathways on the school's grounds. Refurbishment work commenced to create a specialist classroom setting for students with additional needs.

A joint resource centre for the indigenous students of St Joseph's Catholic High School and St Paul's Catholic Primary School was fitted out with carpeting, painting and air conditioning.

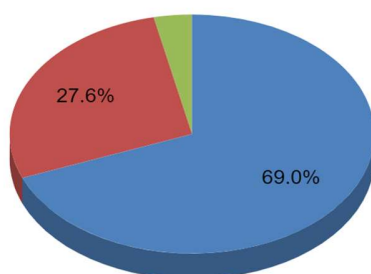
The following graphs reflect the aggregated income and expenditure for St Joseph's Catholic High School, Albion Park for the year ended 31 December 2021. This data is taken from the 2021 financial return to the Australian Government, Department of Education, and Training.

Income



● Fees and Private Income ● State Recurrent Grants ● Commonwealth Recurrent Grants ● Other Capital Income

Expenditure



● Salaries, Allowances and Related Expenses ● Non-Salary Expenses ● Capital Expenditure

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## Student Welfare

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In 2021 new pastoral structures were successfully operating within the school. The change in language was well received by the community, and students reported in a positive way that the team structure was more accessible.

In line with the new pastoral structures, the Case Collaboration Team was introduced, with weekly timetabled meetings scheduled to monitor student progress and wellbeing.

Remote learning once again brought about new challenges to pastoral care, however, with great resources such as the St Joseph's Wellbeing Hub students were still well supported by the Pastoral Team during this time.

In 2021 once again, a number of our pastoral programs were not able to run due to COVID-19 restrictions, the following programs were still delivered:

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

**Your Choicez** - The Your Choicez program postponed in 2021 due to COVID-19 restrictions.

**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 Years 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 RUOk? Day, National Day against Bullying and Violence and Harmony Day. Despite COVID-19, restricted 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](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2021.

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.sjchsdow.catholic.edu.au](http://www.sjchsdow.catholic.edu.au) or by contacting the school office.

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## Learning and Teaching

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### **Introduction**

The Learning and Teaching focus for the year centred around the areas of implementing differentiated teaching approaches in the classroom to better engage students and enhance student self-efficacy in regards to their learning. 2021 was a year once again highly impacted by the COVID-19 pandemic with a large proportion of the year impacted by remote learning. Staff worked diligently as they moved into remote learning with parent feedback indicating that, for most, this process was a success.

### **Curriculum and Pedagogy**

The school provided thirty four different course options for Year 12 students to study as part of their HSC. This included History Extension which was offered for the first time. Around twenty Year 11 students completed one of their HSC subjects in 2021 as part of our Pathways Program with pleasing results.

In Terms 1 and 2, staff development focussed on broadening the collective understanding of differentiation and effectively applying this to the classroom setting to allow staff to walk with their students. Students in Stage 4 transitioned to the online *Maths Pathways* platform to help engage students in the Mathematics curriculum as well as help tailor class work to the individual needs and abilities of each student.

St. Joseph's Catholic High School used a variety of assessment and reporting strategies at key points in the learning and teaching cycle. This included formative assessment (assessment for learning and assessment as learning) to monitor student learning and to inform effective learning and teaching strategies, as well as summative assessment (assessment of learning) to evaluate student learning. Mid-point checks for formal assessment assisted students to stay on task while pre and post tests for units of work ensured the learning and teaching was specified, directed and effective. The school participated in the Progressive Achievement Tests (PAT) for purposes of diagnosing individual learning needs and integrating the analyses of these into the school's differentiated teaching programs. Information on student progress was communicated via semester reports for Years 7-12 students. Students in Years 7-10 also received regular reports on participation and engagement in learning during the remote learning period. Parents were given the opportunity to discuss progress and assessment results with teaching staff via Zoom on a regular basis.

### **Cross Curriculum**

#### **Literacy Strategies**

A whole school approach to enhancing literacy skills was developed and implemented. The main focus areas were subject specific writing, spelling and reading for understanding. The use of *Scribo* as a means to review students' writing, provide feedback and monitor progress was a focus with engagement rates increasing significantly through the year.

#### **Numeracy Strategies**

In the Mathematics KLA, numeracy learning is being elevated with the use of consistent problem-solving strategies being directed in Stage 4, 5, and 6 to increase students' ability to interpret and solve maths problems, while also demonstrating students' reasoning and understanding. Numeracy learning is also being strengthened in Stages 4 and 5 through the regular and complementary use of differentiated open ended tasks to improve conceptual understanding. The Numeracy Instructional Coach has also been working with

Science, HSIE and PDHPE KLAS to enhance learning opportunities with a specific numeracy focus. This has been achieved with numeracy skills being explicitly addressed in these KLAS. KLAS also looked at furthering opportunities to incorporate a range of specific numeracy strategies into teaching programs to demonstrate how these principles apply in real world settings and varying contexts.

### **Integrated Learning Technology**

2021 was a continuation of St Joseph's 1to1 BYODD program with students from Years 10-12 utilising an Apple MacBook laptop and those in Years 7 - 9 having the choice of an iPad or MacBook.

Students learning was at the centre of the application of these devices and programs/platforms such as *Literacy Planet*, *Maths Pathways*, *Atomi*, *Scribo* and *EdPuzzle* were adopted to assist in student growth in all areas of study.

2021 saw a return to remote learning for an extended period of time. To facilitate the continued learning and instruction at St Joseph's, staff were trained in the use of *Scribo*, *Google Classroom*, *Literacy Planet*, *Maths Pathways*, *Atomi*, *Zoom* and *Screencastify*. Students and staff interacted and learned through interactive Zoom lessons and learning experiences on *Google Classroom* and pre-recorded using *Screencastify* and *Edpuzzle*.

C-block classrooms were upgraded with new display screens and sound equipment. The whole school PA/Bell/Emergency system was upgraded with new infrastructure and equipment bringing our system up to current required specifications. The Gymnasium PA was upgraded allowing staff the ability to use a microphone from the road to announce bus arrivals.

### **Aboriginal and Torres Strait Islanders**

2021 was an interesting year for all and it was no different for our ATSI Education students and staff.

The school began the year with a yarning circle and discussed what the students would like to do during the year in relation to culture, learning and engaging the broader community. The first activity was to visit the Eora Nation home of the Gadigal people of La Perouse in the Eastern suburbs of Sydney. The students met with an ATSI Elder, who shared information on the history of the area and what the ancestors and elders of the past would have been doing and seen during the past.

The school-based elder began another large mural, which will wrap around the new Cultural Centre - *Mudjungaal Kullilla*, which means friends' meeting place. Work on this artwork outside of the MacKillop centre will continue into next year until it gets too cold.

The school also had the Dance group - *Pallingjang Mullamulla*, which means saltwater stars, learn three new dances, which were choreographed by the Aboriginal Education Assistant (AEA) and a local elder. This dance was performed at the end of Term 2 at the NAIDOC Ceremony, which was very lucky as soon after the school then went into sixteen weeks of lockdown, which had a significant effect on the remaining plans.

During Term 3, St Joseph's Catholic High School's AEAs continued to meet online with students assisting them through online and remote learning. This included learning how to make damper.

During Term 4, the students in their year groups met with the AEs and spent yarning time together, learning more about culture and discussing what they were most looking forward to in 2022.

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

#### **Diversifying Learning**

With differentiation of learning being a focus for the year, many strategies were used to meet the varying needs of students at the school. This included an increased emphasis on collecting and using a range of formal and informal data to understand students, monitor progress and inform teaching/learning practices. This was also supplemented by staff sharing the same classes having greater time to work collaboratively to exchange information, observations and develop/share ideas to better support the learning of students in those classes. At a pastoral level, a regular Case Collaboration meeting was established to identify students whose learning and progress is at risk as early as possible so as to implement interventions to support those students.

The Diverse Learning Needs Faculty continued to provide ongoing support for students with diverse learning needs in various ways throughout 2021. Students received assistance with their learning through support in the classroom from School Support Officers (SSOs). In addition, identified students were selected to receive additional support through small group interventions including MacqLit, Numeracy Skills and Social Skills programs. Additionally, SSOs provided some students with sessions to improve organisational, study and assessment skills to further support their learning.

During the 2021 remote learning phase, SSOs were each assigned students to monitor during this extended period, to ensure that students received additional support throughout this challenging learning experience. Students with diverse learning needs were able to access support through 1:1 or small group Zoom sessions or via communication through emails and *Google Classroom*. Additional resources were also given to students to ensure learning was maximised and achievable throughout this time.

Towards the end of 2021, the CEDoW confirmed the opening of a specialist setting unit at St Joseph's, to allow the school to cater for students with high needs. Considerable planning and resourcing for the specialist setting, which was named the *Mackillop Learning Centre*, took place to ensure it was ready for 2022.

#### **Gifted Learning**

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 continued for Stages 4 and 5 students. 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. In 2021, this program was once again offered to engage students with higher academic abilities or specific interests.

While the implementation of the program was impacted by the extended period of remote learning, students were able to participate in an excursion to the Science Centre and Powerhouse Museum and a number of students also completed an Independent Research Project across the year despite the challenges of working from home. It is envisaged the program will be able to run with greater impact in 2022.

The Aspiring Athlete Program continued 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 2022.

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

#### **Competitions**

Unfortunately, due to COVID-19 a variety of the annual learning opportunities that St Joseph's students would usually participate in, including the Australian Geography Competition, Australian History Competition, ACER, ICAS Mathematics Competition and Australian Mathematics Competition students were not able to be run as students were engaged in remote learning. However, a school-based competition was run for students during National Social Sciences Week. In Terms 1 and 2, the Guitar Club continued to provide students with the opportunity to fine tune their understanding of the guitar and their own techniques.

#### **School Musical**

The annual school musical, *The Pajama Game* was held in 2021 and showcased the many wonderful talents of St. Joseph's students and staff in the performing arts.

#### **Sport**

In Term 1, St Joseph's fielded teams in the Diocesan Open Tennis and Girls and Boys Touch Football Championships. Senior coaches from Year 12 assisted the St Joseph's coaching staff to manage teams and fulfil refereeing duties. A Year 10 student was selected as a shadow player to represent the Wollongong Diocese at the NSWCCC Touch Championships in Nelson's Bay.

The Diocesan Swimming Carnival was held at Corrimal Pool in March. Several students gained selection into the Wollongong team to compete at the NSWCCC Swimming Championships at Homebush. From this event, two made the NSWCCC team and competed at the NSW All Schools Swimming Championships.

St. Joseph's Cross Country Carnival was held at Kembla Joggers Running Park in March. This was a fabulous event which promoted competition, participation and enjoyment.

In 2021, St Joseph's Athletics Carnival was held at John O'Dwyer Oval at Croome Rd in May. It was a beautiful day with lots of active participation. Two members of the PDHPE Faculty organised the event and Albion Park Athletics Club supported the event through the use of their facilities.

The NSWCCC Cross Country Championships was held at Eastern Creek in June. One female student gained selection in the NSWCCC Cross Country team after finishing 5th in the U15's age division.

A Year 9 student made the Open Boys NSWCCC Baseball team and played extremely well at the NSW All Schools Championships in Gosford. He impressed the coaches with his pitching ability and has a promising future in this team given that he is still only in Year 9 and playing against much older boys with strong representative backgrounds in the sport.

Two students were successful in their selection into the NSWCCC Hockey Teams.

External sports providers implemented excellent skill development programs in flag football, tennis, fitness, AFL, cricket, dance and soccer. St Joseph's collaborated with coaches from Focus Health and Sports Coaching and SP Netball to implement development programs in soccer and netball. These programs aimed to develop the soccer and netball skills of players.

St Joseph's had five teams participate in the Diocesan Soccer Championships at Raby, Nowra and Thirroul. The St. Joseph's Year 7-10 male pathway team finished in 5th place.

The St Joseph's boys school hockey team played in the Wollongong Diocese Hockey Championships and finished in 3rd place. The girls team had 2 losses, 1 draw and 2 wins.

The open girls and boys volleyball teams played in the Diocesan Volleyball Championships at Unanderra.

The *St Joseph's Aspiring/Elite Athlete Program* continued throughout Terms 1 and 2. In Term 3, it was held remotely with athletes given the opportunity to make private appointments with the staff at BaiMed to update their strength and conditioning programs. The Aspiring/Elite Athlete Program was launched for the 2021/2022 year in Term 4. The BaiMed performance team came onsite to conduct physical and musculoskeletal testing in Year groups in the School Gymnasium. 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, cricket, basketball, gymnastics/acrobatics and dancing.

2021 was another challenging year for representative school sport. Unfortunately, due to Public Health orders and restrictions to reduce the spread of COVID-19, all Term 3 and 4 representative school sports were cancelled. This was very frustrating for many of the school's athletes as this was the second consecutive year that they have been denied the opportunity to participate in the sports that they trained so hard for. Consequently, the criteria for the 2021 Sportsperson of the Year Award was extended to include sporting achievements outside of school-based pathways. Finalists who represented at NSWCCC, NSW All School or at an Australian level in their chosen sport were acknowledged. The worthy recipient was an elite female athlete in Year 10.

As Term 3 and Term 4 Diocesan Sports events were cancelled due to COVID-19, we were not able to select or field teams in Netball, Basketball, AFL and Cricket.

During remote learning, the St. Joseph's PE Olympic Games were held. PDHPE classes were assigned countries and competed in a variety of sports to earn virtual medals and points. The winning class was a Year 7 class.

### **Vocational Education and Training**

In 2021 Vocational Educational and Training Courses included: Construction Pathways, Hospitality (Kitchen Operations), Electro-technology, Business Services, Information and Digital Technology.

School-based Apprenticeships and Traineeships: Early Childhood and Care, Retail, Electro-technology and Tourism.

Students undertaking external courses (TVET): Aviation (Cabin Crew), Music Industry, Animal Studies Automotive, Business Services, Health Services Assistance (Assisting in nursing work in acute care), Allied Health Assistance, Make-Up and Early Childhood Education.

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.

## 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. 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 compared to national minimum standards.

Year 7 students performed quite consistently across all testing domains with 93% of students in reading, 92% in writing, 95% in spelling, 91% in grammar and punctuation and 94% in numeracy achieving at or above the national minimum standard. Year 9 students were also significantly above this standard as well with 87% of students in reading, 83% in writing, 90% in spelling, 89% in grammar and punctuation and 91% in numeracy reaching or exceeding this benchmark. Results also indicated significant growth for a large percentage of Year 9 students across all testing domains in particular writing.

### Student Achievement in Bands

Year 7 results are reported in Bands 4 to 9 with Band 9 representing the highest achievement and Year 9 results are reported in Bands 5 to 10 with Band 10 representing the highest achievement.

NAPLAN 2019: % in Bands		YEAR 7			YEAR 9		
		Bands 4 and 5	Bands 6 and 7	Bands 8 and 9	Bands 5 and 6	Bands 7 and 8	Bands 9 and 10
Reading	School	5	38	57	4	51	46
	National	11	35	53	12	49	37
Writing	School	1	38	61	10	70	20
	National	6	41	51	19	62	17
Spelling	School	3	33	64	5	55	40
	National	13	37	48	14	51	34
Grammar & Punctuation	School	4	35	62	3	52	45
	National	11	31	57	17	47	34
Numeracy	School	9	49	42	5	69	25
	National	12	47	40	14	55	29

*National Band Distributions are calculated by ACARA based on the total number of students in each cohort, including those who did not complete NAPLAN. School Band Distributions have therefore been calculated also using the total number of students in each cohort, including those who did not complete NAPLAN. As such, the total percentage across all Bands may not add up to 100% as the students who did not complete NAPLAN are not allocated a Band.*

### ***Student Achievement of National Minimum Standard***

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest band for each year (Band 4 in Year 7 and Band 5 in Year 9) or if they have been exempt from NAPLAN. Students in the second band for each year (Band 5 in Year 7 and Band 6 in Year 9) are achieving AT the NMS. Students in all other bands are achieving ABOVE the NMS.

NAPLAN 2019: % AT or ABOVE NMS		YEAR 7	YEAR9
Reading	School	93	87
	National	94	90
Writing	School	92	83
	National	90	83
Spelling	School	95	90
	National	94	91
Grammar & Punctuation	School	91	89
	National	91	88
Numeracy	School	94	91
	National	94	95

### ***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 39 students in 2021.

### ***Higher School Certificate***

In 2021 ninety seven students completed their HSC at SJCHS comprising thirty four different subjects as part of their pattern of study. Students achieved some pleasing results with thirteen Band 6/E4 marks achieved as well as over one hundred Band 5/E3 results. Construction, Design & Technology, Electro-technology, Hospitality, Investigating Science, PDHPE and Visual Art courses all performed above the state average. The school also had students complete Distance Education Courses in Business Services, French Beginners, Information and Digital Technology, Italian Beginners and Visual Art.

### ***Student Achievement (Band Performance)***

<b>Band Performance (%in Bands)</b>		<b>Bands 1 and 2</b>	<b>Bands 3 and 4</b>	<b>Bands 5 and 6</b>
<b>English (Standard)</b>	School	11.1	85.7	3.2
	State	9.4	73.9	16.6
<b>English (Advanced)</b>	School	0.0	48.0	52.0
	State	0.7	30.5	68.8
<b>Mathematics Standard 2</b>	School	25.4	57.6	16.9
	State	21.4	53.9	24.7
<b>Mathematics Advanced</b>	School	22.2	77.7	0.0
	State	6.2	43.6	50.2
<b>Biology</b>	School	2.8	75.0	22.2
	State	8.8	60.0	31.3
<b>Business Studies</b>	School	13.6	77.3	9.1
	State	13.0	50.9	36.1
<b>Music 1</b>	School	16.7	33.4	50.0
	State	1.7	33.9	64.3
<b>Studies of Religion I</b>	School	27.9	55.7	16.4
	State	8.0	50.0	41.9
<b>Industrial Technology</b>	School	25.0	62.5	12.5
	State	20.6	54.1	25.3
<b>Community &amp; Family Studies</b>	School	0.0	79.0	21.1
	State	6.9	61.1	32.0
<b>Personal Dev, Health &amp; Physical Education</b>	School	0.0	78.9	21.1
	State	13.5	55.5	30.9

### ***Student Achievement (Mean Performance)***

<b>Mean Performance (%)</b>	<b>Students</b>	<b>School</b>	<b>State</b>
<b>English (Standard)</b>	69	68.3	70.5
<b>English (Advanced)</b>	25	76.2	81.9
<b>Mathematics</b>	63	67.1	69.2
<b>Mathematics Standard 2</b>	9	66.4	78.4
<b>Biology</b>	37	71.2	73.4
<b>Business Studies</b>	24	68.4	73.3
<b>Music 1</b>	8	75.7	81.3
<b>Studies of Religion I</b>	87	33.1	37.4
<b>Industrial Technology</b>	10	68.8	69.4
<b>Community &amp; Family Studies</b>	21	73.9	74.3
<b>Personal Dev, Health &amp; PE</b>	19	73.6	72.2

### ***Comparative Performance over Time***

<b>School Performance (%)</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>English (Standard)</b>	71.4	72.2	71.6	68.3
<b>English (Advanced)</b>	79.3	76.3	78.2	76.2
<b>Mathematics Standard 2</b>	NA	74.6	68.8	67.1
<b>Mathematics Advanced</b>	NA	NA	75.3	66.4
<b>Biology</b>	75.3	70.3	72.1	71.2
<b>Ancient History</b>	74.6	66.8	69.2	NA
<b>Business Studies</b>	67.1	65.7	65.1	68.4
<b>Music 1</b>	81.6	77.0	78.8	75.7
<b>Studies of Religion I</b>	35.3	37.3	37.2	33.1
<b>Industrial Technology</b>	77.2	76.0	79.9	68.8
<b>Community &amp; Family Studies</b>	77.1	80.9	73.5	73.9
<b>Personal Dev, Health &amp; PE</b>	74.3	73.6	77.2	73.6

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## Parent, Student and Staff Satisfaction

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Satisfaction data has been collected through the 2021 'Tell Them From Me' survey.

In the area of teaching and learning, a greater proportion of students are interested and motivated in their learning and have a positive self-esteem with the school's focus upon all students achieving their potential with quality teacher differentiated instruction and through enhanced literacy and numeracy skills. There will be a focus upon growing the degree to which students feel a positive sense of belonging to the school community next year, with students able to learn on site instead of learning remotely.

Student SRC meetings indicated that most students are proud of their school and believe that St Joseph's helps them in their understanding of Catholic faith. They feel safe at school, are aware of their rights and responsibilities within the school and there are people at school they could approach for help. Students believe that their teachers encourage them to learn to the best of their ability and despite limitations due to the COVID-19 in 2021, they could become involved in a range of sporting and other activities.

Parents feel welcomed when they visit the school. In the area of communication with parents, parents feel reports on student progress are written in terms that they can understand. Parents appreciated the positive recognition of their child's learning progress with Merit and Principal's Awards issued throughout 2021. Most parents felt that their child had adequate supportive resources during remote learning including time given to complete tasks, technology, equipment, information and access to teaching staff. This was evidenced in a parent survey conducted in September before students returned to face-to-face learning. Some parents felt that their students demonstrated responsibility for learning during remote learning and were pleased with their child's diligent work ethic under challenging circumstances. Many parents appreciated the feedback that was provided by teachers to keep their child on track during remote learning.

The Returning to School Post-Covid-19 Student Survey indicated that during remote learning, students felt they had resources to support their learning and most felt satisfied with their learning growth. The survey indicated students were looking forward to participate in more group work, project based and practical learning experiences when returning to school after remote learning.

The Teacher 'Tell them From Me Survey' indicated the school helps students understand the Catholic tradition, provides a safe, supportive and orderly school environment, challenges students to maximise their learning and provides appropriate information to parents about student progress. Staff acknowledged the excellent work of those who stepped up to the challenge by asking questions and seeking feedback to improve their learning. Staff also found the collaborative approach during remote learning professionally rewarding in learning about new pedagogies.

The "Tell Them from Me" Teacher Survey indicated School Leaders assist teachers to create new learning opportunities for students and provide professional development to enhance their pedagogy for quality teaching. Teachers at St Joseph's work collaboratively, by sharing teaching ideas and resources to engage all students in learning. Teachers reported strengths in staff setting high expectations for student learning, monitoring individual student progress and discussing the learning goals for the lesson. This survey also highlighted that teachers are effectively using data to inform teaching practice.



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