

2022

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). 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 2023.

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: 24 March 2023

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.

Message from Key School Bodies

Principal's Message

St Joseph's Catholic High School celebrated forty years of quality education throughout 2022. In honouring the past the staff look to the future to build students into life long learners who go out into the world and make a difference. The school had the opportunity to celebrate as a school community with the Director of Catholic Schools and the Bishop for this milestone. The school motto, 'Act Justly' is central to the development of students at St Joseph's. The school continues to teach in the manner of Jesus with a focus on the Josephite tradition values. Outreach and social justice initiatives continue to be a source of pride. The school has provided a flexible and innovative learning environment so that students have had opportunities to develop in all aspects of their lives. This is through a wide choice of curricular and co-curricular activities. Students have been challenged with rigorous academic learning, opportunities to develop skills outside the classroom in a variety of fields such as robotics, multiple sport events, music and art.

The development of skills of resilience to support them in every aspect of life has also been a focus of the wellbeing team. The school has continued to focus on the development of literacy and numeracy skills in all subject areas and we are very pleased with the growth of student learning throughout the year. The ongoing pandemic created challenges but also allowed for the growth of students' resilience and many students learned to value and appreciate the opportunities offered at school.

Parent Involvement

While the Welcome BBQ for Year 7 was a key feature of the year for the Parents and Friends Association (P&F), a number of social events unfortunately had to be cancelled due to COVID-19 restrictions. The P&F thank the volunteers who supported the school canteen and attended the end of year assemblies once these opened up after the COVID-19 restrictions.

The P&F funds were saved throughout 2022 to support planned improvements for 2023. In particular, working closely with the Principal and Executive Team, the P&F funded the outdoor learning space and many student programs. The number of participants in the committee may be small but full of enthusiasm for this community.

A huge thank you to the Principal for the positive interactions with this group in 2022 and looking forward to continuing this relationship as the P&F support the learning community in making St Joseph's a better school.

Parents and Friends Association, President

Student Leadership

The spirit of St. Joseph's Catholic High School is built on the idea of belonging; belonging to a community. The school community provided incredible support to the Year 12 cohort throughout 2022. Speaking on behalf of the Year group, the student leaders are so incredibly proud to be a part of such an amazing community, and feel blessed to have such great teachers lighting the way to the future for the students.

The students finished the 2022 year with tenacity, and look back on the journey at St. Joseph's with fond memories. Acknowledging the beautifully unique stories each and everyone of the students has, there is an extreme sense of pride to be the School Captains of such an amazing school and we thank everyone in the community for your continued support, especially the SRC and Leadership Team.

How humbling it is to be a significant part of St. Joseph's Catholic High School as it celebrated 40 years of Catholic Education. It has been a privilege to honour the history of this school whilst bringing it into the future.

School Leaders

School Profile

School Context

St Joseph's Catholic High School is a Catholic systemic co-educational school located in Albion Park. The school caters for students in Years 7-12 and has a current enrolment of 648.

Established in 1982, St Joseph's Catholic High 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 and takes pride in promoting Aboriginal and Torres Strait Islander (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. 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

Boys	300
Girls	348
Total	648
Aboriginal & Torres Strait Islander	29
LBOTE	189

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.sichsdow.catholic.edu.au and the CEDoW website: www.dow.catholic.edu.au. No changes were made to this Policy in 2022.

Student Attendance

Year Level	Male	Female
Year 7	83.1%	81.5%
Year 8	82.5%	80.4%
Year 9	81.4%	78.5%
Year 10	82.8%	76.3%
Year 11	77.8%	80.5%
Year 12	63.0%	60.6%
Whole School	80.1%	77.4%

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, incorporate 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 unexplained absences occur, and a parent meeting is held with the Leader of Student Wellbeing, Assistant Principal and/or 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 2020	105
Year 12 enrolment at census date remaining in year 12 at the end of 2022	64
Actual retention rate (%)	61%

Student Attainment in Senior Years

Years 11 – 12 for 2022	162
% of students undertaking vocational training or training in a trade during years 11 & 12	42%
% of students who have completed at least one (1) VET course in either year 11 or 12	11%
% of students in year 12 attaining the award of Higher School Certificate or equivalent vocational education & training qualification	100%

Destination Survey

2022	Year 10	Year 11	Year 12
Number of school leavers	18	29	72
University	0	0	47
TAFE / Tertiary	4	10	2
Employment	6	18	5
Other School	7	1	0
Other / Unknown	1	0	18

Staffing Profile

There are a total of 58 teachers and 44 support staff at St. Joseph's Catholic High School. This number includes 41 full-time, 17 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	6
Proficient	52
Highly Accomplished / Lead	0

Teacher Attendance and Retention

The average daily teacher attendance rate for 2022 was 94.2%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2021 to 2022 was 93%.

Professional Learning

During 2022 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 60 staff.

These days focused on:

- Effective Feedback: What is feedback and why is it important?
- Staff Spirituality Day: focus on belonging, walking with each other, our students & our community
- Student Wellbeing and CatholicCare School Counsellor: 'Relationships'.

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

- Bill Rogers: "Cracking the Hard Class" (1 staff)
- Business Studies Reload: Investigating Case Studies in Business Studies (2 staff)
- Catholic Schools New South Wales /DeCourcy HSC Results Analysis Training (4 staff)
- CEDoW Continuous Catholic School Improvement (CCSI) Colloquium (2 staff)
- CEDoW Course for Aspiring Leaders (3 staff)
- CEDoW Alight for the World (4 staff)
- CEDoW Early Career Teachers Behaviour Management Day - Secondary (1 staff)
- CEDoW Early Career Teachers Mentor Day (2 staff)
- CEDoW Early Career Teachers Mentor and Mentee Day (4 staff)
- CEDoW Early Career Teachers Practice and Pedagogy - Secondary (1 staff)
- CEDoW Lamplighters Course (7 staff)
- CEDoW Learning for Leadership (1 staff)
- CEDoW Literacy Instructional Coach Professional Learning day (1 staff)

- CEDoW Literacy Instructional Coaches - Driving Learning in Secondary Schools (1 staff)
- CEDoW Numeracy Coach Professional Learning Day (1 staff)
- CEDoW Religious Education Coordinators Network Day (1 staff)
- CEDoW Secondary Literacy Instructional Coaches (1 staff)
- CEDoW Shining Lights Retreat (1 staff)
- CEDoW Secondary Leading Learning Network Meetings (10 staff)
- CSSA HSC Trial Writing (2 staff)
- Developing Challenging Mathematics Tasks (1 staff)
- Discipline Specific Literacy - Writing for Deep Disciplinary Learning (2 staff)
- Early Career Teacher Reset Reboot (4 staff)
- Effective Assessment in PDHPE Workshops (6 staff)
- Extending Mathematical Understanding Specialist Course (2 staff)
- Extending Mathematical Understanding Leaders Course (2 staff)
- Glen Pearsall Behaviour Management Course (1 staff)
- Growth Coaching Course (1 staff)
- Growth Coaching International Global Conference (1 staff)
- History Teachers Association Study Day - History Extension (1 staff)
- How to Tame your Advice Monster (1 staff)
- HSC Design and Technology marking (1 staff)
- HSC Drama Itinerant Marking (1 staff)
- HSC Examination Committee (2 staff)
- HSC Marking (4 staff)
- Illawarra Careers Association Network (ICAN) Meeting (1 staff)
- Illawarra School Libraries Association Conference (1 staff)
- Industry Currency for HSC VET Course Teaching (4 staff)
- Islamic Sciences and Research Academy of Australia (ISRA) - HSC Islam Course (1 staff)
- Josephite Colloquium (2 staff)
- Managing the Learning of Students with Anxiety (1 staff)
- Mini-COGE (Certificate of Gifted Education) Course (1 staff)
- MiniLit Sage Workshop (1 staff)
- Nationally Consistent Collection of Data Professional Development for School Leaders (2 staff)
- Numeracy Content Endorsed Course Conference (2 staff)
- Oliver Library Training (1 staff)
- Spotlight 22 Technology and Innovation (3 staff)
- Teacher Learning Network: Embedding ATSI Content in the Curriculum (1 staff)
- Teacher Learning Network: Using Inquiry Learning to Differentiate Teaching (1 staff)
- Teacher Training Australia (TTA) "This is not PEEL - Writing and Source Analysis Skills in History" (3 staff)
- Teaching Writing in History (1 staff)
- Teaching Year 12 HSC Business Studies (1 staff)
- The Hatchery - Using Data in Secondary Schools (2 staff)
- Translating and Programming the PDHPE Syllabus (2 staff)
- Webinar: Introduction to Teaching History Extension (1 staff).

The average expenditure on professional learning per staff member was \$612.

Catholic Life & Religious Education

Catholic life and Religious Education continued at St Joseph's in 2022 with a focus on the reconnection to the values of the Josephite Charism. The school theme for 2022 was 'Belonging'. This theme, along with the Josephite values were infused into a rich Catholic curriculum that embedded spirituality, the Catholic tradition and prayer life.

The Religious Education team led and coordinated the school's Religious Education Curriculum, along with the spiritual formation of both staff and students. With COVID-19 restrictions easing the school community was able to participate more fully in liturgical activities, social justice initiatives and community events.

In 2022, a strong focus was placed on the environment and Laudato Si. The school's War on Waste Club evolved into the Joey's Environment Group, with a broader focus on sustainability and God's Creation rather than just rubbish and recycling. Part of this evolution was the inclusion of the Wollongong Environment Network (WEN) Coordinator as part of the school's Penola Team.

Students were provided with opportunities to attend the Youth Ministry LIVE Night and LIVE Festival. The LIVE Festival was an excellent opportunity for students to meet with other students in the Diocese, listen to guest speakers and participate in spiritual formation.

The school community had the pleasure of hosting the Bishop of Wollongong for the 'Year 12 Conversation with Bishop Mascord'. This was an opportune moment for the students to meet the Bishop and have the opportunity to ask him questions regarding the current challenges facing the Catholic Church. The Bishop along with a Deacon from the Diocese also held an audience with Year 10 Catholic Studies students to discuss Vocation and the Catholic Church. This was a moment for students to ask questions and gain a deeper insight into their Religious Education Curriculum.

Year 12 Students attended the Year 12 Retreat, which provided opportunities for self-reflection, prayer, and discussion in both small and large groups, to connect with self, to build relationships with others and God.

In 2022, students participated in a number of social justice opportunities and experiences. These included:

- visit and talk from the Vinnie's Van
- Bishop Mascord's Flood Appeal
- Shrove Tuesday Pancake making and fundraising
- Caritas Project Compassion
- fundraising activities, such as Valentines Day and the Soup Kitchen
- St Vincent de Paul Winter Appeal
- Laudato Si and Environment Week activities and fundraising
- Josephite Justice Association Toiletry Drive
- Catholic Mission Month and Socktober
- St Vincent de Paul Christmas Appeal

- See, Judge and Act Day.

The funds raised by the school community for social justice initiatives in 2022 included:

- Bishop Mascord's Flood Appeal - \$660
- Caritas Project Compassion - \$4,285
- Breast Cancer Awareness - \$277
- Catholic Mission Australia - \$1,000
- St Vincent de Paul Winter Appeal - \$400 plus donations of jackets and blankets
- St Vincent de Paul Christmas Appeal - \$3,600 plus food items and toy donations.

In 2022, the school held its inaugural MacKillop Day community event which included a whole school liturgy and activities. Students and staff came together and celebrated the work of Mary MacKillop and the community that is St Joseph's Catholic High School, Albion Park.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 8 students was successfully completed within schools across the Diocese. The school cohort in 2022 consisted of 133 Year 8 students who sat the Religious Literacy Assessment on 16 August 2022.

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

Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their ability to:

- describe the structure of the Bible and its principal themes
- apply Christian beliefs and principles to decision making processes
- identify the core values shown and espoused by Jesus and apply them to contemporary life situations
- draw meaning from the actions and parables of Jesus and apply this to everyday living and Christian discipleship.

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

- explore Jesus' principal teachings
- identify ways by which people may be stewards of creation.

In the assessment 1% of students were placed in the elementary level, 29% in the basic level, 52% in the sound level, 16% in the thorough level, and 2% were in the extensive level.

School Review and Improvement

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

School Review and Improvement components reviewed and rated in 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 of belonging, students and staff demonstrate an active understanding of the school's mission and vision statement through their striving for excellence and involvement in all aspects of the 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/Goals: (i) By the end of 2022, differentiated instruction will be refined to meet the learning needs of all students; (ii) By the end of 2022, a specialist setting will be set up and integrated into the daily life of the school with differentiated instruction to meet the learning needs of students.

Mission Dimension 3 – People and Culture

Focus Area: Re-envisioning student support pathways

Strategic Intent Statement/Goal: By the end of 2022 Revised Pastoral Care structures, based on Positive Behaviours for Learning (PB4L), will reflect and meet the diverse behavioural, wellbeing and learning needs of students.

School Review and Improvement components to be reviewed and rated in 2023:

Mission Dimension 1 – Mission and Catholicity

Focus Area: Formation in the Catholic Tradition

Strategic Intent Statement/Goal: The program to enhance students' understanding of the Catholic Tradition that when they exit school they have had opportunities to engage with Social Justice, Catholic Social teachings and the broader works of the church for the implementation in 2024.

Mission Dimension 2 – Learning and Teaching

Focus Area: Student Learning and Wellbeing

Strategic Intent Statement/Goals: (i) By the end of 2023, the school reflects a school-wide commitment to the integration of a House System to increase the sense of belonging and engagement in learning; (ii) By the end of 2023, data will be used to identify starting points and develop interventions in learning for improvement /growth in literacy/ numeracy and wellbeing.

Financial Summary

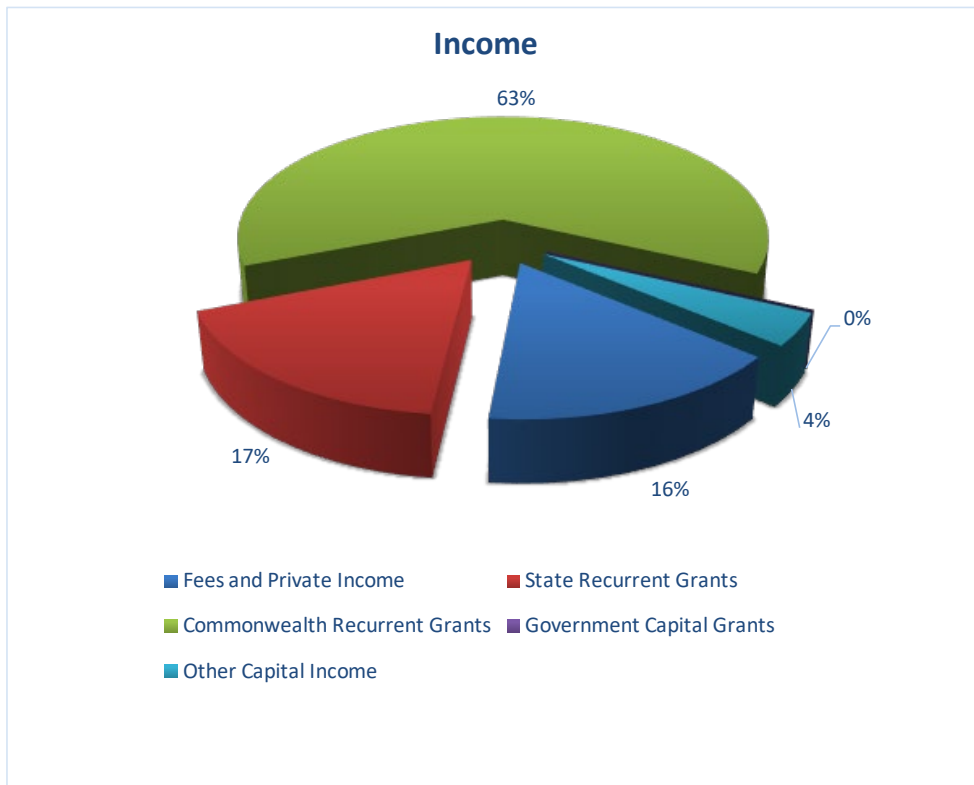
During 2022 the school made a number of major purchases which include:

- classroom furniture for two Mathematics classrooms
- new air conditioners for two classrooms and the Library
- audio equipment and television screens in a block of classrooms.

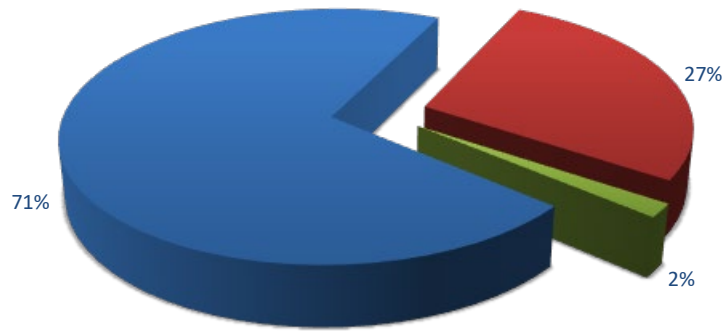
Scheduled repairs to the shade sail on the netball courts could not be completed due to inclement weather. This work is now expected to take place in 2023.

The school did not receive any other funds grants.

The following graphs reflect the aggregated income and expenditure for St. Joseph's Catholic High School, Albion Park for the year ended 31 December 2022. This data is taken from the 2022 financial return to the Australian Government, Department of Education, and Training.



Expenditure



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

Student Welfare

St Joseph's Catholic High School is a learning community with a holistic approach to education, which includes a strong focus on pastoral care. The school's pastoral care program is designed to meet the needs of all students, regardless of their background, abilities, or challenges. The success of the program is evident in the positive outcomes observed among students who attend the school.

One of the ways in which the pastoral care program has been successful is by providing a safe and supportive learning environment for students. Staff work together to create a warm and welcoming atmosphere where students can feel comfortable expressing themselves and seeking help when needed. Students are encouraged to engage with one another and with their teachers in a respectful and open-minded way, promoting positive relationships that help to enhance the overall learning experience.

The school's pastoral care program also provides a range of support services to students who need additional assistance. These services include CatholicCare counselling, Pastoral Support Worker mentoring as well as academic support for students who may be struggling in certain areas. In 2022, there were several programs that ran to support student wellbeing, including:

- Brainstorm Productions (Years 7 & 8)
- Building Good Blokes (Years 7 & 8)
- HSC Stress and Study Skills (Seniors)
- CatholicCare Pastoral Support Worker Mentoring
- Student Support Officer - Pastoral Support (small student groups and check ins).

In addition to these support services, the pastoral care program at St Joseph's also focuses on character development and promoting positive values. Students are taught to be responsible, respectful and caring individuals who are committed to making a positive impact on the communities to which they belong. Through programs such as community service and outreach initiatives, students are able to put these values into practice and develop a sense of social responsibility that will serve them well in the future.

Another way in which the pastoral care program at St Joseph's has been successful is by fostering a sense of community among students and families. The school hosts regular events and activities that bring students together, these include:

- Peer Support Program
- R U Ok Day
- Harmony Day
- National Day Against Bullying and Violence
- Youth Aware Mental Health (YAM) (Year 9)
- Social Media Program.

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 2022.

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 Learning and Teaching focus for the year centred around implementing differentiated teaching approaches in the classroom to better engage students and enhance student self-efficacy in regards to their learning, promoting a 'Ready to Learn' approach with students to support student capacity in the classroom as well as a range of targeted literacy and numeracy interventions. 2022 also saw the establishment of the MacKillop Learning Centre, which is a specialist setting to cater for the diverse learning needs of students.

Curriculum and Pedagogy

In 2022, Year 12 students completed their HSC studies across almost forty subjects. This included twenty Year 11 students, who once again took up the opportunity to undertake a Pathways option for one of their subjects with pleasing results. Students also undertook a range of external and Distance Education HSC courses across a range of subjects including Italian, Business Studies, Information and Digital Technology Web and Software Applications, Software Design and Development, Human Services, and Tourism, Travel and Events.

Building on from 2021, staff understanding and application of differentiation was further enhanced with a focus on developing a range of teaching activities to meet the needs of the various learners within each class setting to better support students' learning. The online *Maths Pathways* platform continues to be used to support students in Stage 4 to develop each student's understanding of mathematical concepts and support each student's growth in applying knowledge and understanding across all levels of the Mathematics curriculum.

As part of the PB4L framework, extensive time was spent developing a 'Ready to Learn' framework for students. This was rolled out in the first semester with the focus being on working with students to ensure they were fully prepared to start lessons effectively and maximise the learning time available in the classroom.

Cross Curriculum

Literacy Strategies

In 2022, St Joseph's continued to extend and refine the approach to literacy improvement with a continued focus on subject-specific literacy and differentiation. A pilot Parallel Academic Reading Program utilising PAT data to form ability groups was introduced into Year 7 English. This program was team-taught by the Literacy Instructional Coach and the classroom teacher, and involved the selection of three levels of text for students at different capacity levels but the completion of the same skills-based workbooks. These workbooks focused on directly stated information and leading into interpretation and inference. Feedback from the program was positive and will be rolled out into Years 7 and 8 English next year. *Scribo* was consistently used as a training platform for all KLAs for Years 7-10 with a focus on improvement in extended writing with in excess of two million words written and checked. Literacy data was collated and presented in Literatu utilising the data wall, with a plan to roll out to all staff in 2023 to inform and support differentiation and targeted skill development.

Numeracy Strategies

Numeracy learning has been a strong focus of education goals at St Joseph's. In the Mathematics KLA, the data obtained indicated that students needed improvement in understanding of number properties and extrapolating worded problems. This was addressed by regular focus on activities designed to enhance understanding of numbers and their properties, as well as a consistent approach to solving word problems. Students needing further differentiation were identified by the triangulation of data sets (NAPLAN, PAT and formative assessments) and these students participated in an intervention program, Extending Mathematical Understanding (EMU). Further to this, St Joseph's teachers implemented higher level interventions providing further differentiation across Stage 4 with the use of hands-on activities to encourage understanding of numeracy concepts. Selected students also participated in small group tutoring sessions designed to improve their understanding of numeracy. The Science, HSIE and TAS Faculties have also focused on the numeracy components within their courses by working with the Numeracy Coach to ensure consistency and greater understanding.

Aboriginal and Torres Strait Islanders

Aboriginal and Torres Strait Islander (ATSI) Education was implemented in a variety of ways at St Joseph's Catholic High School in 2022.

The year started with celebrating Reconciliation Week. To celebrate, the Indigenous students represented the school by walking with Community on Dharawal Country around Windang. During this event, the students were allowed to hear from Elders about their experiences in seeking recognition from the past. The school's Aboriginal Education Assistant also delivered a speech on the meaning of Reconciliation in life.

At school, to promote inclusiveness the Aboriginal Education Team held a NAIDOC Assembly. The aim of the assembly was to highlight the injustices experienced by ATSI people and to promote understanding. At the assembly, the school's Aboriginal dance students performed and performed didgeridoo.

During the course of the year, the students also engaged in the *My Future Matters Program* with the Woolyungah Centre at the University of Wollongong. Community members came out to St Joseph's to have a yarn with Years 7-12 students. During this time, the students engaged in a variety of cultural and learning activities. The program is designed to promote Indigenous attainment at the university.

In Term 2, the students attended an excursion on Dharawal Country to Killalea in Shellharbour. During this event, students were able to engage in a variety of activities that aimed to teach culture. Alongside other schools, the students learned about bush tucker and traditional methods of hunting and dance. Afterwards, the students had a yarn with community members.

During the holidays in Term 3, two different groups of staff and students travelled interstate to experience and learn Culture. One group travelled to Tarntanya Wama (Adelaide) to attend the World Indigenous People's Conference (WIPCE) alongside the CEDoW staff representatives as well as students and staff from St John the Evangelist Catholic College, Nowra and John Therry Catholic College. The students engaged with a variety of First Nations peoples around the world and were allowed to perform a contemporary-style Aboriginal Dance for the opening ceremony. Another group

travelled to Larrakia (Darwin), where they engaged in a variety of community programs with Indigenous groups. The group toured the area, visited sacred sites, and learned from elders about Country.

Meeting the needs of all students

Diversifying learning

As mentioned above one of the main focus areas for staff in 2022 was implementing a differentiated approach to teaching in the classroom. The aim of this is to develop a better understanding of the performance of students in each class and tailoring specific learning opportunities to assist students to develop their knowledge, understanding and skills in line with the content being covered in those classes

With differentiation of learning being a focus for the year, many strategies were used across all KLAS to meet the varying needs of students at the school. This included the use of both formal and informal data to understand students needs, monitor progress and inform teaching and learning practices as well as to assist in identifying students requiring more targeted intervention and support.

The Diverse Learning Needs Faculty continued to provide ongoing support for students with a wide range of diverse learning needs. St Joseph's provides varied support to students learning from additional support in the classroom offered by School Support Officers (SSOs) to the provision of small group, evidence-based interventions including MacqLit, numeracy skills and social skills programs. Additionally, SSOs provided some students with individual and group sessions to improve organisational, study and assessment skills to further support their learning.

2022 also saw the first cohort of students enrolled in the newly formed specialist setting unit, the MacKillop Learning Centre. This specialised setting has allowed St Joseph's to better cater for students and in 2022 included students from Years 7-9 with various curriculum adjustments.

Gifted Education

The Ignite program was again offered to students in Stages 4 and 5. This year the program focussed on supporting students involved in the program to develop critical thinking skills as part of the approach to learning and gathering information. The year culminated in an excursion opportunity to the iFly Centre at Penrith to look at the science behind flight, which was well received by the students who attended.

A number of staff participated in the Mini-COGE program throughout 2022. This continues to enable better support to not only identify students with higher levels of ability but also to support them in the classroom to further and grow the students' particular gifts and talents. This is evidenced by one of the Year 8 students who has completed the Stage 5 Mathematics Course in 2022 and will begin studying Stage 6 Mathematics in 2023.

Special Education needs

2022 saw the establishment of the MacKillop Learning Centre as part of the Diverse Learning Needs Department. This specialised setting provides small group support for students who are working well below stage across multiple subjects and has been a welcome addition to the school. The number of students requiring learning support continues to be a high focus across all aspects of the school and

these students continue to be effectively supported by a range of curriculum, class based and assessment adjustments.

Expanding Learning Opportunities

Opportunities in Performing Arts

The annual school musical, *Cinderella* was held in 2022 and showcased the many wonderful talents of St Joseph's students and staff in the performing arts. Beginner and advanced guitar groups and singing lessons were also offered to students.

Writing Competition

The school has many enthusiastic and talented writers who contributed ideas around a topic of their choice that relates to the theme of 'Boundaries' for *The Global Advocate*, which is the official United Nations Youth NSW Magazine. The English Faculty was very proud of four St Joseph's students who were selected for the opportunity to work with an editor from the magazine to compose and publish their work.

Sport

In 2022, St Joseph's fielded teams in the Diocesan Open Tennis and Girls and Boys Touch Football Championships held at Beaton Park. The school's representatives participated with great enthusiasm and one boy was selected to attend the NSWCCC Tennis trials.

The annual St Joseph's School Swimming Carnival was held at Albion Park Pool with representatives selected for the Diocesan Swimming Carnival which was held at Corrimal Pool and the Age Champion Medals presented at a school assembly. A St Joseph's student was 3rd place age champion in the under 17 years girls. Another St Joseph's student, who won the under 15 boys 50 metres breaststroke event, represented the Wollongong Diocese at the NSWCCC Swimming Championships at the Sydney Aquatic Centre and won his event. This was an outstanding achievement given the calibre of swimmers at this level. This student went on to represent the Diocese of Wollongong at the NSW All Schools Swimming Championships.

Unfortunately, the extended period of rainfall in March and unsafe conditions prevented the Annual St Joseph's Cross Country Carnival from being held at Kembla Joggers Running Park in 2022. A competitors only event was held on 5 April. The venue through Puckey's Estate Nature Reserve in Wollongong proved to be an excellent choice. Sixty competitors ran the course with commitment and enthusiasm. One of a number of students selected to represent at the Diocesan level went on to finish fourth in the Under 17 Girls 4000m at the NSW All Schools Cross Country Championships in South Australia in August.

In 2022, St Joseph's Athletics Carnival was held at John O'Dwyer Oval at Croome Road. 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. A number of students were presented Age Champion Medals at a full school assembly. Furthermore, many students were selected to represent the school at the Diocesan Athletics Championships held at Campbelltown Sports Stadium. One male student was placed second in the 17 years + 800 and 1500 metre events and another boy was placed third in the 17 years + Shot Put. A female student achieved first place in the 800 and 1500 metre events, second place in the 400 metre event and won the

Diocesan 17 years + Girls Age Champion medal. Another female student achieved first place in the 16 years 400 and 800 metre events and was the Diocesan 16 years Girls Age Champion. There were many other students who achieved placings in discus, high jump and javelin. Four students were selected for the Wollongong Diocese Secondary School Athletics Team and participated at the 2022 NSWCCC Athletics Championships at Sydney Olympic Park in September.

The school participated in the Diocesan Netball Gala Day and the Diocesan Baseball event, with two girls selected to attend the NSWCCC Netball Trials and one boy chosen to attend the NSW CCC Baseball Trials. The school also fielded teams at the Diocesan Boys and Girls Touch Football events, with one female and one male student selected to play in the Diocesan Under 15 Touch Football Team. This event in Nelson Bay was cancelled due to the wet weather and ground closures. The same boy was selected in the Diocesan Open Rugby League Team and another boy was selected to represent the Diocese at the NSWCCC Football Championships.

The school also fielded teams in Diocesan Hockey, with one boy selected to attend the NSW CCC Hockey Championships. He also made the NSW All Schools Open Male Hockey Merit Team. This was an outstanding achievement.

Other Diocesan Carnivals attended by St Joseph's students include those for cricket, basketball, AFL, triathlon and soccer.

External sports providers implemented excellent skill development programs in tennis, touch football, AFL, cricket, volleyball, hockey, and basketball. 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.

The *St Joseph's Aspiring/Elite Athlete Program* continued throughout 2022. This included strength and conditioning programs. The Aspiring/Elite Athlete Program was launched for the 2022/2023 year in Term 4. The BaiMed performance team also conducted physical and musculoskeletal testing in year groups. 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.

2022 saw great success on the sporting field for St Joseph's Catholic High School. Finalists who represented at NSWCCC, NSW All School or at an Australian level in their chosen sport were acknowledged. In particular, 2022 Diocesan Medallion Awards were received by: one student for achievements in swimming as both Diocesan Champion and NSWCCC Under 15 Boys Breaststroke Champion; another student who was selected for the Under 16 NSWCCC Girls Hockey team for a second consecutive year; and a second hockey player who was selected for the NSW Under 18 State Hockey Squad as well as a valuable member of the Under 16 Girls NSWCCC Hockey Team and IAS Hockey Player of the Year. Also receiving a 2022 Diocesan Medallion Award was the female student who achieved excellence in the NSW All Schools Cross Country and NSWCCC Athletics Championships. This elite athlete was also the worthy recipient of the 2022 St Joseph's Catholic High School Sportsperson of the Year Award.

Vocational Education and Training

In 2022, St Joseph's Catholic High School offered the following Vocational Education and Training (VET) Courses opportunities: Construction Pathways, Electrotechnology and Kitchen Operations.

School Based Apprenticeships and Traineeships: Certificate III in Electrotechnology, Certificate III in IDT, Certificate III in Retail and Certificate III in Tourism.

Students undertaking external courses (TVET): Automotive and Nursing and Allied Health.

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.

Naplan results again indicated that students in both Years 7 and 9 were well above the National Minimum Standard. Year 9 students showed strong levels of growth across all testing domains when compared to both state and national mean scores.

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 % in Bands	Year Level	Year 7			Year 9		
		Bands 1 - 5	Bands 6 - 7	Bands 8 - 10	Bands 1 - 6	Bands 7 - 8	Bands 9 - 10
Reading	School	16	58	26	14	64	22
	National	15	56	27	23	54	21
Writing	School	22	54	24	24	55	22
	National	22	52	24	33	49	17
Spelling	School	17	45	38	21	64	15
	National	17	49	33	21	60	17
Grammar & Punctuation	School	20	63	17	25	51	25
	National	21	54	24	27	49	22
Numeracy	School	24	43	33	17	64	19
	National	19	48	32	19	59	20

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 % at or above NMS		Year 7	Year 9
Reading	School	97	95
	National	94	90
Writing	School	93	91
	National	91	84
Spelling	School	95	92
	National	93	92
Grammar & Punctuation	School	93	92
	National	92	87
Numeracy	School	90	99
	National	92	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 35 students in 2022.

Higher School Certificate

In 2022, sixty four students completed their HSC at SJCHS comprising almost forty different subjects as part of their pattern of study. Four students achieved Band 6/E4 marks and fifty eight students achieved Band 5/E3 results. 56% of students received a Band 4 or higher in their final HSC results. Ancient History, Construction, Electrotechnology, Food Technology, Industrial Technology, Investigating Science, Mathematics Extension 1 and PDHPE all performed above the state average. The school also had students complete Distance Education Courses in Italian, Business Studies, IDT Web and Software, Software Design and Development, Human Services and Tourism Travel Events.

Band Performance (% in bands)		Bands 1 - 2	Bands 3 - 4	Bands 5 - 6
English (standard)	School	4.8	92.9	2.4
	State	12.0	72.5	15.5
English (advanced)	School	0.0	68.4	31.6
	State	0.9	32.0	67.2
Mathematics Standard 2	School	21.4	71.4	7.1
	State	18.2	52.7	29.1
Mathematics Advanced	School	0.0	100.0	0.0
	State	5.5	45.5	49.0
Biology	School	18.2	68.2	13.6
	State	20.3	52.9	26.8
Business Studies	School	0.0	73.9	26.1
	State	9.7	55.5	34.9
Music 1	School	0.0	25.0	75.0
	State	1.9	28.4	69.6
Studies of Religion 1	School	8.3	66.7	25.0
	State	4.0	55.1	40.9
Industrial Technology	School	0.0	0.0	100.0
	State	13.4	64.7	21.9
Community & Family Studies	School	0.0	80.0	20.0
	State	5.3	61.8	32.9
Personal Dev, Health & PE	School	0.0	85.7	14.3
	State	20.1	53.8	26.1

Student Achievement (Mean Performance)

Mean Performance (%)	Students	School	State
English (standard)	44	67.9	69.9
English (advanced)	19	76.0	81.5
Mathematics (standard 2)	45	65.8	70.9
Mathematics (advanced)	16	67.6	78.3
Biology	23	67.9	70.0
Business Studies	25	72.6	74.0
Music 1	4	84.0	81.9
Studies of Religion 1	65	35.5	37.9
Industrial Technology	3	88.8	70.3
Community & Family Studies	17	73.4	74.8
Personal Dev, Health & PE	7	72.9	69.8

Comparative Performance over time

School Performance (%)	2019	2020	2021	2022
English (standard)	72.2	71.6	68.3	67.9
English (advanced)	76.3	78.2	76.2	76.0
Mathematics (standard 2)	74.6	68.8	67.1	65.8
Mathematics (advanced)	0.0	75.3	66.4	67.6
Biology	70.3	72.1	71.2	67.9
Business Studies	65.7	65.1	68.4	72.6
Music 1	77.0	78.8	75.7	84.0
Studies of Religion 1	37.3	37.2	33.1	35.5
Industrial Technology	76.0	79.9	68.8	88.8
Community & Family Studies	80.9	73.5	73.9	73.4
Personal Dev, Health & PE	73.6	77.2	73.6	72.9

Parent, Student and Staff Satisfaction

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community.

The areas of celebration for parent satisfaction spread across multiple areas.

School supports positive behaviours - School staff take an active role in making sure all students are included in school activities and behaviour issues are dealt with in a timely manner.

Parents feel welcome at school - Parents feel welcome when they visit the school and written communication from the school is clear.

School supports learning - Teachers have high expectations for students to achieve and teachers encourage students to do their best work

The areas for growth are spread across two areas.

Parents are informed - Parents are involved in school committees

Inclusive school - Teachers support students develop positive friendships

The Student Outcome report shows survey data across multiple domains of learning and social emotional outcomes. This report provides results based on data from 446 students in this school who completed the survey between 28 Mar 2022 and 05 Apr 2022.

Areas of celebration for the student outcomes included:

Student sense of belonging increased, there was an increase of students valuing school outcomes, an increase in positive behaviours at school, student self-esteem had increased, whilst student depression and anxiety decreased. Students reported that bullying had decreased in line with student sense of safety increasing.

Areas of growth include student participation in extracurricular activities, there was no change in positive relationships, student effort remained the same and aspirations to finish year 12 remained unchanged.

The Focus on Learning Survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms. The Focus on Learning survey for teachers highlighted several areas of celebration for St Joseph's:

School leadership - Staff identified that school leaders help establish challenging and visible learning goals for students

Collaboration - Staff identified the positive collaborative approach to teaching and learning

Learning Culture - Staff score for student expectation was positive and staff give positive feedback to students

The Focus on Learning survey for teachers also highlighted one area of growth for St. Joseph's.

Parent involvement - Staff feel there is a lack of parent involvement in relation to student learning and that parents are not actively involved in their child's learning.

