

2023

ANNUAL SCHOOL REPORT

St Joseph's

Catholic High School
Albion Park



About this Report

St Joseph's Catholic High School, Albion Park is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Education, Diocese of Wollongong (CEDoW). The CEDoW is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report to the community for this year provides the school community with fair, reliable, and objective information about school performance measures and policies, as determined by the Minister for Education.

The report also outlines information regarding *Continuous Catholic School Improvement* Strategic Priority 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 Focus Areas and strategic Intent Statement and Goals.

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.

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 2024.

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

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Principal: Amanda Wilson

Date: 1 March 2024

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. This is summarised by our School Motto 'Act Justly'.

Message from Key School Bodies

Principal's Message

The past year has been focused on the teaching and learning of students to improve outcomes. All students have accessed a quality education which is the focus of this Catholic school. The school has continued to offer this to all students in the face of teacher shortages as well as the changing landscape of curriculum renewal. St Joseph's is a microcosm of society and, as such, has been affected by all the social issues that exist in broader society.

The Pathways Program for Year 10 students with early commencement of a Stage 6 course, has continued to be an ongoing success. There were three nominations in Drama, Visual Art, and Industrial Technology Timber for their HSC major works. This year was spent planning a revitalisation of the Stage 6 Religious Education Program, which will be implemented in 2024.

The student growth data continued an upward trend in literacy and numeracy for all students. Congratulations to those students together with their teachers on such a level of success.

The Wellbeing Program continued to develop with a focus on critical thinking along with good citizenship to be contributors to the global world. The continued Pastoral Support Worker Program supported the well-being programs of the school. Year 10 students participated in the Catechist Program at the local state primary school. There was continued support of Vinnies and Caritas throughout 2023, in particular, the Christmas Toy Drive which was extremely well supported by the school community.

The school continued to grow with enrolments. The Diverse Learning Team continued to support students across all aspects of the school.

St Joseph's is a truly comprehensive high school with a focus on embedding the Josephite charism in all the school does. Students are offered opportunities in sport, leadership and learning that are second to none. Graduates of 2023 will go on to do amazing things in life. Most importantly, the school graduates' good people to go out to make a difference in the world.

Parent Involvement

The St Joseph's Parents and Friends Association (P&F) has continued to support school programs and improvements for students throughout the 2023 school year. Working closely with the Principal and executive team, the P&F funded resources for Visual Arts, Mathematics, TAS and Science. Improvements to outdoor learning areas and support

for the implementation of the school's House System all improved the opportunities and learning for the students at St Joseph's, of which the P&F were very proud to be a part.

Parents and Friends Association, President

Student Leadership

In 2023, St Joseph's experienced the re-emergence of the House System. The House System encourages school spirit and involvement, whilst challenging students to collaborate to be the best that they can be. St Joseph's has a lot to offer, from academic clubs to a variety of arts clubs and sporting opportunities. The school continues to offer two core programs; the Ignite Academic Program which targets the use of higher-order thinking skills and participation in fun projects and dissections, and the Elite Athletes Program, which provides an environment for athletes to thrive through access to physios, sports psychologists, and strength/conditioning training. Leadership opportunities are also available across all year groups with the Student Representative Council as the school aims to create future leaders and good people who will be ready to take on the world.

St Joseph's is a place where students' well-being is essential, creating an encouraging environment where every student feels valued and supported. The staff are extremely committed and always available for guidance or extra help with studies for the students. Likewise, the school has built an impressive network of teachers who care for their students and value the success and growth of everyone.

School Leaders

School Profile

School Context

St Joseph's Catholic High School is a Catholic systemic co-educational school located in Albion Park catering for the regional area. The school caters for students in years 7-12 and has a current enrolment of 681.

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).

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. Year 7 and 8 students have access to enrichment and extension opportunities through the Ignite Academic Enrichment Program, while Year 9 and 10 students have the option to nominate English, HSIE or Science as the focus area for extension. Year 10 students can 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 Faculty provides support for students with individual learning needs and works collaboratively with parents and staff to ensure learning adjustments and quality differentiated teaching are available to students.

Providing a safe and supportive learning environment is the core work of the Pastoral and Learning Support teachers and the Leader of Student Wellbeing. 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, Youth Mission and War on Waste Club. The school is renowned for its expansive extra-curricular program including the annual School Musical, School Choir and sporting opportunities.

Student Enrolments

Boys	332
Girls	349
Total	681
Aboriginal & Torres Strait Islander	32
LBOTE	206

The *Diocesan Secondary Enrolment Policy and Procedures* exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website: www.sjchs.dow.catholic.edu.au and the CEDoW website: www.dow.catholic.edu.au. No changes were made to this Policy in 2023.

Student Attendance

Year Level	Male	Female
Year 7	84.0%	84.1%
Year 8	84.9%	80.2%
Year 9	82.8%	81.0%
Year 10	81.8%	80.6%
Year 11	83.5%	80.8%
Year 12	72.7%	73.6%
Whole School	82.5%	80.3%

Management of Student Non-Attendance

Regular school attendance 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.

Attendance improvement plans are constructed to improve attendance, and case management principles are followed through this process. If there are further concerns, the student's absenteeism is referred to the CEO through the Case Collaboration process.

Student Retention Rate

Year 10 Total Enrolment 2021	138
Year 12 enrolment at Census date remaining in Year 12 at the end of 2023	84%
Actual retention rate	61%

Student Attainment in Senior Years

Year 11 – 12, 2023	
% of students undertaking vocational training or training in a trade during Years 11 and 12	25%
% of students who have completed at least one (1) VET course in either Year 11 or 12	21%
% of students in Year 12 attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100%

Destination Survey

2023	Year 10	Year 11	Year 12
# of school leavers	14	19	84
University	n/a	n/a	44
TAFE/Tertiary	2	3	14
Employment	7	13	19
Other school	5	1	0
Other/unknown	0	2	7

Staffing Profile

There are a total of 67 teachers and 40 support staff at St Joseph's Catholic High School. This number includes 38 full-time, 29 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	9
Proficient	58
Highly Accomplished / Lead	0

Teacher Attendance and Retention

The average daily teacher attendance rate for 2023 was 92.90%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2022 to 2023 was 93%.

Professional Learning

During 2023, St Joseph's Catholic High School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through *Continuous Catholic School Improvement*.

These included:

A. St Joseph's Catholic High School whole school development days involving all staff focused on:

- Literacy - "Writing for HSC success"
- Spirituality - Journey run by the CEDoW CLEM team
- New Syllabus Planning Day
- HSC Improvement Day
- Pedagogy Day - Learning for writing and reading
- Annual CPR and First Aid Training and CEO Cultural Awareness Personal Development.

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

- Addressing Numeracy in Science and PDHPE (2 staff)
- Arludo - ICT in Science (2 staff)
- Attachment and Trauma Theory (2 staff)
- Blended Online Learning - ADHD (4 staff)
- Building Leadership in Aboriginal Education (1 staff)
- CAA (Careers Adviser Association) Annual Conference (1 staff)
- Caring for our Common Home (1 staff)
- CCSI - A Culture of Catholicity (1 staff)

- CEDoW - HSC Chemistry Improvement PD (3 staff)
- CEDoW - Alight the World (10 staff)
- CEDoW - Assistant Principal's Overnight Retreat (1 staff)
- CEDoW - Aspiring Leaders (1 staff)
- CEDoW - CAPA Network (1 staff)
- CEDoW - Caritas Project Compassion Launch (1 staff)
- CEDoW - Combined Secondary and Primary Religious Education Coordinators Network (1 staff)
- CEDoW - Construction Validation (1 staff)
- CEDoW - Early Career Teacher - Behaviour Management (4 staff)
- CEDoW - Early Career Teacher - Programming, Planning and Reporting (4 staff)
- CEDoW - Early Career Teacher - Catholic Life Education and Mission (6 staff)
- CEDoW - Early Career Teacher - Mentee Day (5 staff)
- CEDoW - Early Career Teacher - Mentor Day (2 staff)
- CEDoW - Early Career Teacher - Practice and Pedagogy (4 staff)
- CEDoW - English Syllabus Planning (1 staff)
- CEDoW - Hearing (1 staff)
- CEDoW - Hospitality Validation (1 staff)
- CEDoW - Lamplighters (8 staff)
- CEDoW - Languages Network (1 staff)
- CEDoW - Learning Technology Network (1 staff)
- CEDoW - Mathematics Network (1 staff)
- CEDoW - Numeracy Network (1 staff)
- CEDoW - Pastoral Support Network (1 staff)
- CEDoW - REC & Assistant REC Overnight Retreat (2 staff)
- CEDoW - Religious Education Coordinators Network (1 staff)
- CEDoW - Secondary Learning Collaborative (1 staff)
- CEDoW - Secondary RE Curriculum Focus Day (1 staff)
- CEDoW - Secondary Specialist Setting Network (3 staff)
- CEDoW - Shining Lights Retreat (2 staff)
- CEDoW - TAPS / Careers Network (1 staff)
- CEDoW - TAS Network (1 staff)
- CEDoW - VET Network (1 staff)
- CEDoW - Youth Ministry Network (1 staff)
- CEDoW - Specialist Setting Network (2 staff)
- Certificate IV in Training and Assessment (1 staff)
- CNC Router Upskill (3 staff)
- Collaborative Planning for New English Syllabus (1 staff)
- Construction Program Writing (1 staff)
- CSNSW Masterclass - Data (1 staff)
- CSNSW Secondary Curriculum Reform Conference (2 staff)
- CSSA Trial HSC Examinations Conveyor Orientation Day (1 staff)
- CSSA Trial HSC Writing (1 staff)
- Certificate III Live Production and Technical Services Upgrade (1 staff)
- Discipline Specific Literacy - Writing to Lear & Writing to Think (2 staff)
- Effective Mentoring (2 staff)
- HSC Construction Judge Marking (1 staff)
- HSC Drama Itinerant Marking (1 staff)

- HSC English Marking (2 staff)
- HSC Reciprocal Marking Support at St John's Nowra (1 staff)
- HSC Science Improvement (1 staff)
- HSC Studies of Religion Judaism Professional Learning (3 staff)
- ICAN (Illawarra Careers Adviser Network) (1 staff)
- Inspirational Maths (2 staff)
- Inspiring Mathematics Program Initiative (2 staff)
- K-12 Instructional Coach Professional Learning (1 staff)
- Keeping School Libraries Relevant (1 staff)
- Lantite Test (1 staff)
- Lead, Learn, Empower - Conference for English Head Teachers (1 staff)
- Leading Literacy Practice through Technologies (1 staff)
- MANSW Building Thinking Classrooms - Robert Kaplinsky (2 staff)
- Mini CoGE (Certificate of Gifted Education) (2 staff)
- Numeracy in Science and PDHPE (2 staff)
- Peer Support Australia Implementation Course (2 staff)
- Spiral of Inquiry (1 staff)
- Student Engagement (2 staff)
- Student Engagement with Language in Mathematics (2 staff)
- Studies in Catholic Thought PD (1 staff)
- Studies of Religion in Focus Conference (4 staff)
- Supporting Student Wellbeing and Mental Health (1 staff)
- Supporting Students on the Autism Spectrum (1 staff)
- Teacher Librarian Profession Learning Conference (2 staff)
- TAFE NSW VET Teacher Training Construction Program (1 staff)
- Technology Resource Day (1 staff)
- The Society and Culture Classroom (1 staff)
- TTA - Enhancing Student Literacy Practices in Stage 6 PDHPE Assessment (1 staff)
- Understanding and Supporting Behaviour (3 staff)
- Understanding PAT Workshop (1 staff)
- Unleashing Potential (1 staff)
- UOW - Writing Symposium (1 staff)
- Webinar - Teaching Extension History (1 staff).

The average expenditure spent on professional learning per staff member was \$615.

Catholic Life & Religious Education

Catholic life and Religious Education continued at St Joseph's in 2023 with a focus on the reconnection to the values of the Josephite Charism. The school theme for 2023 was 'Accountability'. This theme, along with the Josephite values was 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 2023, a strong focus was placed on the environment and Laudato Si. The school's War on Waste Club evolved into Joey's Environment Group, with a broader focus on sustainability and God's Creation rather than just rubbish and recycling.

Students were provided with opportunities to attend the Youth Ministry Days and in-school activities. The Youth Ministry leaders also attended the MacFest twilight session at Magdalene Catholic College in Term 4. This was a rewarding experience for students and staff. Student leaders also had opportunities to attend other religious opportunities such as local and Sydney Iftar dinners.

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 also held Year 12 Zoom catch-ups with School Captains and Vice Captains. Again, this was a great opportunity for Year 12 leaders to connect with other schools and the Bishop.

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 2023, students participated in several social justice opportunities and experiences. These included:

- visit and talk from the Vinnie's Van
- Shrove Tuesday Pancake making and fundraising
- Caritas Project Compassion
- fundraising activities, such as Valentine's Day and the Soup Kitchen
- St Vincent de Paul Winter Appeal
- Laudato Si and Environment Week activities and fundraising
- MacKillop Feast Day fundraising activities
- St Vincent de Paul Christmas Appeal.

The funds raised by the school community for social justice initiatives in 2023 included:

- Caritas Project Compassion - \$1,301
- Autism Awareness - \$216
- R U OK Day - \$374
- Mackillop Today - \$617
- Catholic Mission - \$735

- St Vincent de Paul Winter Appeal- \$ 3,244
- St Vincent de Paul Christmas and General Fundraising - \$1,519
- Cancer Council - \$ 804.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 8 students was under review and suspended in 2023.

Continuous Catholic School Improvement

Continuous Catholic School Improvement (CCSI) is the overarching, linked and integrated system-wide process, designed to improve student outcomes through impactful school, leader and teacher practice and differentiated support from the Catholic Education Office (CEO). CCSI is focused on growth and improvement in faith, learning and wellbeing outcomes for all students. It involves systemic collaboration, inquiry, reflection and learning to identify and evaluate long-and short-term priority areas for ongoing school improvement.

The purpose of CCSI is to provide CEDoW schools with a shared approach to strategic planning that is evidence-based, supports sustainable and ongoing improvement, and maximises local impact through alignment and collaboration across schools and the CEO.

CCSI Strategic Priority Areas - 2023

- Formation in the Catholic Tradition
 - Focus Area/Strategic Intent Statement/Goal: By the end of 2023, develop the program to enhance students' understanding of the Catholic Tradition so 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.
- Student Learning and Wellbeing
 - Focus Area/Strategic Intent Statement/Goal: 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.
 - Create an accessible form to present PAT Data to parents to be used from 2024 onwards. Data will be used to identify starting points and develop interventions in learning for improvement /growth in literacy/ numeracy and wellbeing.
- Belonging in a Connected Community
 - Focus Area/Strategic Intent Statement/Goal: 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.

CCSI Strategic Priorities Areas - 2024

- Student Learning and Wellbeing
 - Focus Area: By the end of 2024 students will have developed an increase in skills to read - comprehend and respond across all subject areas.
 - Strategic Intent Statement/Goal: This will be evident through an increase in the percentage of students who have exceeded or met expected PAT growth for 2024.

Financial Summary

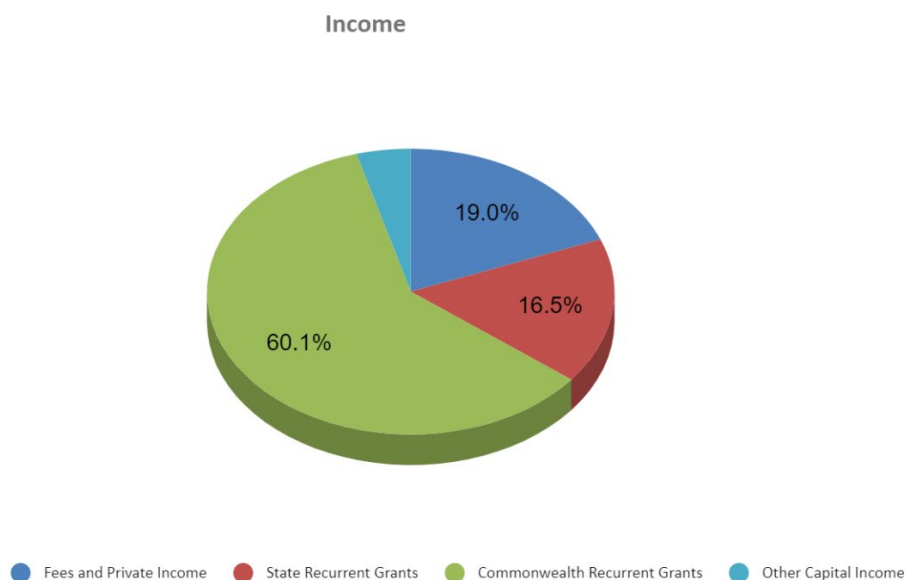
St Joseph's thanks the P&F for the support of funds throughout 2023 which were spent on: Uniform Shop Contribution (\$77,000); sports rep uniforms (\$750); Science labs stools (\$14,482); three Maths classrooms whiteboard desk & chairs (\$31,165); library furniture for 'Mundys' study after school (\$2,699); five aluminium outdoor table and chairs settings (\$7,319); Year 12 end of year events and gowns (\$20,000); yearbooks (\$15,000); shade areas (\$8,250); air conditioner replacements (\$11,350) bus transportation support (\$15,000).

In 2023 the school received \$25,000 from the Federal government Schools Upgrade Fund Open Round for the shade area outside the hall.

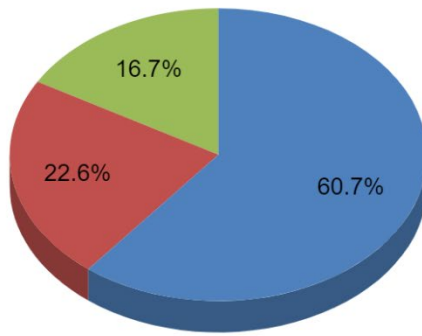
The school's capital works included: walkways repairs (\$10,993); roof repairs & removal of skylights (\$32,159); upgrading lighting to LED & repairs (\$20,268); staff laptops (\$39,490); and ten AV units for classrooms (\$24,900).

The cost of buses for 2023 was subsidised by the school and the total amount spent across all school activities was \$51,020; this was due to the regional location and lack of access to public transport options for students attending events.

The following graphs reflect the aggregated income and expenditure for St Joseph's Catholic High School, Albion Park for the year ended 31 December 2023. This data is taken from the 2023 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 embraces a comprehensive educational approach with a particular emphasis on pastoral care. The school's pastoral care focus is tailored to cater to the diverse needs of every student, irrespective of their background, abilities, or challenges.

A key factor in the success of the pastoral care program lies in its establishment of a secure and supportive learning environment. All staff collaborate to cultivate a warm and inviting atmosphere, encouraging students to freely express themselves and seek assistance when required. The emphasis is on fostering respectful and open-minded interactions between students and teachers, contributing to positive relationships that enrich the overall learning experience.

In addition to creating a nurturing atmosphere, in 2023 the school's pastoral care program offered various support services for students requiring additional assistance. These services encompassed CatholicCare counselling, mentoring by Pastoral Support Workers, and academic support for those facing challenges in specific areas.

2023 witnessed the implementation of several programs aimed at supporting student wellbeing:

- Brainstorm Productions
- Building Good Blokes
- HSC Stress and Study Skills
- LAC - Police Talks
- CatholicCare Pastoral Support Worker Mentoring
- Student Support Officer check-ins for pastoral support in small groups.

Beyond addressing immediate needs, the pastoral care program at St Joseph's placed a strong emphasis on character development and the promotion of positive values. Students were instilled with a sense of the Josephite values of responsibility, respect, and care, fostering a commitment to making positive contributions to their communities.

The continuation of the house system allowed for activities such as community service and outreach programs, students actively applied these values, cultivating a sense of social responsibility that will serve them well in the future.

The success of St Joseph's pastoral care is evident in its ability to build a sense of community among students to collectively be involved in regular events and activities including:

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

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 2023.

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.sjchs.dow.catholic.edu.au or by contacting the school office.

Learning and Teaching

Curriculum and Pedagogy

The teaching and learning focus for 2023 was on the use of data to ascertain student ability, performance and progress as well as a targeted literacy focus on reading, understanding and responding.

Staff undertook several professional learning opportunities to refine the data sources used to help understand student capacity across a range of educational benchmarks as well as monitor ongoing student progress and evaluate classroom teaching practices for effectiveness. This process saw pleasing results across all year groups and are particularly evident in the formal testing results (PAT, NAPLAN, and HSC). As indicated below, the targeted literacy strategy was adopted across all KLA's of the school. Subject specific strategies provided support for students to engage in these skills in context specific activities to help them link the specific skills being developed across all subjects.

At the start of Term 2, St Joseph's undertook a targeted HSC initiative to enhance the teaching and assessment of HSC courses, support for students in the classroom, during study lessons and at home learning as well as looking at ongoing structural reform of processes such as subject selection for HSC courses. The HSC results of the class of 2023 indicate that this focus had a positive impact on students' performance in the HSC.

Students of all abilities continued to be supported at St Joseph's. 2023 saw the establishment of a multipurpose setting which has been a positive addition to support the needs of students. The Ignite program once again supported students in Stage 4 who participated in the program to explore aspects around critical thinking and engage in a yearlong Independent Research Project to further enhance their knowledge and understanding in an area of learning of specific interest to them. Some of the projects undertaken focussed on black holes, the role of mathematics in developing modern medical equipment, supporting young people with mental health issues, and the impact of climate change on the Great Barrier Reef and poetry.

The implementation of the NSW Curriculum Reform was a focus for staff. English, Maths and Modern Languages were finalising their new programs ready for implementation across Stages 4 and 5 in 2024. After attending the CSNSW Curriculum Reform Conference a decision was made to restructure the staff meeting schedules with a greater emphasis on effectively implementing the changes associated with the curriculum reform. This has been well received amongst staff with more time available for collaboration, professional learning, and implementation/development of new programs.

Technology Supporting Learning

In St Joseph's classrooms, the integration of Apple devices supported the educational landscape, providing dynamic and interactive learning experiences. These devices served as versatile tools, seamlessly incorporating various digital learning platforms to enhance student engagement and comprehension. Platforms such as Scribo, Atomi, Edrolo, Edpuzzle, and Maths Pathways became integral components of classroom learning. Scribo facilitated collaborative writing exercises, fostering effective

communication and writing skills. Atomi offered engaging video content, making complex subjects more accessible. Edrolo provided interactive resources for subjects like science and humanities, while Edpuzzle transformed videos into interactive lessons. Maths Pathways tailored math education to individual student needs. The synergy between Apple devices and these platforms not only promoted technological literacy but also created an immersive and personalised learning environment, preparing students for the demands of a digital future.

Cross Curriculum

Literacy Strategies

In 2023, the school mandated a comprehensive literacy initiative for all Years 7-12, focusing on reading, comprehension, spelling, grammar, and writing. The goal was to build on the gains made in 2022, reinforcing positive progress, and enhancing the complexity of student responses. Subject-specific skills were identified to connect students longitudinally to discipline requirements, and all teachers were required to incorporate the program into their teaching.

For writing, TEEL remained the structural format for Year 7, with paragraph styles expanded through KLA meetings. The spelling program integrated metalanguage and essential technical language, utilising subject-specific word lists. SCRIBO engagement was expected across KLAs, recording data for analysis. Reading strategies were taught across all KLAs, using decoding sheets and PAT-R data. Backward mapping of subject-specific skills from HSC to Year 7 was aimed for 2023, supporting connected growth in content areas.

Support for students with backward trending data involved a Literacy Instruction Coach (LIC) compiling and strategizing data through class collaboration.

Numeracy Strategies

To assist students in building their skills in answering multi-step word problems, the RUTAC strategy was further extended to all year groups in Mathematics. Students were given explicit instructions by their classroom teacher on the problem solving strategy. Modelled responses were explored and then through-out the term, given experiences in class to practice RUTAC across a range of previous NAPLAN questions and word problems involving a range of key concepts and skills. Large posters were put up in all of the Mathematics classrooms and the Library to increase the visual presence of RUTAC around the school. A focus was placed on Year 12 to use the strategy when tackling their HSC exams. The Advanced Mathematics class also had an assessment task focusing on the use of RUTAC in their problem solving when faced with a difficult word problem. The RUTAC strategy poster was also placed in the student diary for 2024 and beyond for further exposure.

Students in Years 7 to 10 developed skills in using their calculator more efficiently. The skills of entering fractions, mixed numbers, powers, converting between fractions and decimals, statistical operations and square roots were a large focus for many classes to improve their calculator proficiency. Teachers were also utilising the CASIO calculator emulator to display on the class TV screens, to demonstrate the correct usage of the calculator and make students aware of its available functions.

PAT data for Years 7 to 10 was analysed and key concepts from the test where the majority of students were deficient were targeted as a teaching focus in Years 7 and 8. TAS, Science and Mathematics were selected to adopt a multiple exposure approach to developing the skills of measuring, rounding, place value, inverse operations and ratios at the start of each lesson and embedded within normal teaching practice. Students participated in a three week focus on each key concept with short activities in the classroom and then post tested to check for any learning growth.

Aboriginal and Torres Strait Islanders

The indigenous support program with the assistance of Aboriginal Education Assistants (AEA's) developed with didgeridoo playing, dancing and cultural activities. Over seventy students participated in weekly activities. The whole school events such as NAIDOC Week and Reconciliation Celebrations feature highly on the school calendar. The school included a student as an AEA trainee which was very successful for the year with them working both at SJCHS and the local primary schools to support indigenous students and increase knowledge regarding culture for all students. The school continued to expand the welcome activities and are working towards the inclusion of elders on a regular basis in activities and events. The school continued to raise awareness through the ongoing development of murals around the school and including those murals into the curriculum through the religious education lens.

Meeting the needs of all students

Diversifying learning needs (DLN) faculty continued to support all students through interventions in literacy and numeracy. The level of classroom support with SSO interventions also increased over 2023 due to the increase in the student need. There were over one hundred and seventy students on personalised plans receiving a variety of interventions from social skills, emotional learnings, and academic support. Within the MacKillop specialist setting the school continued to support students with significant needs with the setting growing to maximum size and planning an additional class for 2024.

Expanding Learning Opportunities

St Joseph's continued to support students to participate in all levels of sporting activities with students achieving at both diocesan and state levels. Two students were competing in athletics at a National level.

Debating and public speaking competitions were well supported by students participating. The school musical "The Wizard of Oz" was successful in expanding students acting and production skills and thoroughly enjoyed by the audiences.

Native Beehive integration into curriculum areas to support the Environmental Club. The Games Club - students across year groups learning skills of collaboration and cooperation. VEX robotics competition and hosted the regional workshop day.

CEDoW Awards

- Director's Choice Award: Presented to Studio from St Joseph's Catholic High School.
- Secondary Excellence Award: Presented to Women Nation from St Joseph's Catholic High School.

National Awards:

- Studio: St Joseph's Catholic High School (Award finalist - Best application of Maths in Context, Secondary).
- Women Nation: St Joseph's Catholic High School (Award finalist - Best Innovation for Health, Secondary).

Vocational Education and Training

VET courses offered at St Joseph's in 2023 included Hospitality (Kitchen Operations), Construction and Electrotechnology. The school was extremely proud to have one of the student's named as the Catholic Education Diocese of Wollongong VET Student of the Year for her outstanding achievement in Hospitality.

Student interest in TVET courses was not as strong in 2023 with students only having completed courses in Animal Studies and Plumbing -Drainage. Traineeships in Retail, Health Services and Care in Aging were completed.

2023 also saw the completion of a School Based Apprenticeship for one student in Electrotechnology Electrician giving her a credential to move into a full apprenticeship in 2024.

Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects, and presentations, and student work samples. 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 with the results providing 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.

The entrance NAPLAN data for Year 7 serves as a crucial starting point for the academic journey, laying the foundation for subsequent improvement endeavours. Analysing this data reveals initial challenges, pinpointing areas of concern in reading, writing, and numeracy. Recognising and addressing these challenges early on is imperative, as they directly influence the schools overarching improvement goals. The transition from Year 7 to Year 9 presents a unique opportunity to gauge the progress and effectiveness of implemented strategies. Improvement data displayed in Year 9 acts as a reflection of the collective efforts, highlighting successes and identifying persistent challenges. This iterative process enables a targeted approach to refine teaching methodologies, adjust curriculum focus, and tailor interventions to enhance overall literacy and numeracy outcomes. By closely aligning entrance NAPLAN data, Year 9 improvement metrics, and improvement goals, the school can strategically bridge the gap, ensuring a holistic and sustained enhancement of student performance across these essential academic domains.

Reporting of Student Achievement

NAPLAN results are no longer reported as *Student Achievement in Bands* or against a *National Minimum Standard*.

From 2023, NAPLAN results in each domain are reported against proficiency standards. There is a standard for each assessment area at each year level. Proficiency standards provide clear information on student achievement. They are set at a challenging but reasonable level expected for the student at the time of the NAPLAN testing, based mainly on what has been taught in previous years of schooling.

Student achievement is shown against four levels of proficiency: *Exceeding*, *Strong*, *Developing*, and *Needs additional support*.

- Exceeding: the student's result exceeds expectations at the time of testing.
- Strong: the student's result meets challenging but reasonable expectations at the time of testing.
- Developing: the student's result indicates that they are working towards expectations at the time of testing.

- Needs additional support: the student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

Each of the standards represents increasingly challenging skills and understandings as students move through the years of schooling.

Assessment Domains (results shown as %)	Year	Needs Additional Support	Developing	Strong	Exceeding
Reading	7	9	21	51	19
	9	8	23	52	18
Writing	7	8	27	54	11
	9	3	34	51	12
Spelling	7	6	22	55	18
	9	5	21	63	12
Grammar & Punctuation	7	9	22	52	17
	9	9	29	53	10
Numeracy	7	8	23	54	15
	9	5	26	62	7

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 twenty nine students in 2023.

Higher School Certificate

Eighty four students received the HSC at St Joseph's in 2023. Students undertook study in thirty two different courses and as a cohort, the class of 2023 achieved some of the strongest HSC results in the school's recent history. The HSC Pathways program saw twenty three students in Year 11 complete one HSC course in 2023. Once again, the results of these students were very strong and continued to reinforce the success of this initiative.

Ten students in the HSC Class of 2023 were listed on the NESA Distinguished Achievers List for achieving a Band 6 or E4 result in one or more courses, the highest possible band of results.

The school recognised one student who was listed as a Top Achiever (being a student who places in the Top 10 of all students in NSW for a course). This was for second place in the PDHPE Course.

The top ATAR was 93.95 and nine students in total achieved an ATAR over 85.00. 26% of students achieved an exam result in the top band range (Band 6/5 - E4/3) of courses and 92% of students achieved a result in the Band 3-6 range. Eleven subjects were above the NSW State Average.

Three students achieved first place in the Wollongong Diocese (PDHPE, Drama and Korean Beginners). Three students were recognised for their major projects by being nominated for On-Stage (Drama), Shape (Industrial Technology and the Art Express (Visual Art) showcases. One student was recognised as the diocesan VET Student of the Year.

Band Performance (% in bands)		Bands 1 & 2	Bands 3 & 4	Bands 4 & 5
English Standard	school	7.0	93.0	0.0
	state	10.3	76.5	13.2
English Advanced	school	0.0	25.0	75.0
	state	0.6	32.3	67.2
Mathematics Standard 2	school	26.7	57.8	15.6
	state	17.7	50.7	31.6
Mathematics Advanced	school	6.7	66.7	26.7
	state	6.9	43.3	49.8
Biology	school	9.4	71.9	18.8
	state	10.6	57.4	32.0
Business Studies	school	13.3	86.7	0.0
	state	11.8	52.1	36.1
Studies of Religion 1	school	4.3	68.6	27.1
	state	3.2	48.2	48.6
Industrial Technology	school	0.0	60.0	40.0
	state	14.2	62.1	23.7
Community & Family Studies	school	4.8	66.7	28.6
	state	7.8	56.4	35.9
Personal Dev, Health & Physical Education	school	0.0	64.7	35.3
	state	10.4	58.6	31.0

Student Achievement Mean Performance

Band Performance (%)	Students	School	State
English (Standard)	60	68.8	70.1
English (Advanced)	16	81.2	81.7
Mathematics Standard 2	46	66.5	71.8
Mathematics Advanced	15	71.5	78.0
Biology	32	71.3	73.3
Business Studies	15	66.7	73.8
Studies of Religion 1	73	36.4	38.8
Industrial Technology	8	78.8	70.9
Community & Family Studies	23	74.5	74.5
Personal Dev, Health & Physical Education	17	74.7	73.0

Comparative Performance over time

Band Performance (%)	2020	2021	2022	2023
English Standard	71.6	68.3	67.9	68.8
English Advanced	78.2	76.2	76.0	81.2
Mathematics Standard 2	68.8	67.1	65.8	66.5
Mathematics Advanced	75.3	66.4	67.6	71.5
Biology	72.1	71.2	67.9	71.3
Business Studies	65.1	68.4	72.6	66.7
Music 1	78.8	75.7	84.0	0.0
Studies of Religion 1	37.2	33.1	35.5	36.4
Industrial Technology	79.9	68.8	88.8	78.8
Community & Family Studies	73.5	73.9	73.4	74.5
Personal Dev, Health & Physical Education	77.2	73.6	72.9	74.7

Parent, Student and Staff Satisfaction

Parent, student and staff satisfaction was gathered through the school's engagement with the 'Tell Them From Me' Survey in May 2023. The following information represents areas of strength and areas for future development from each response group.

Parents

Parents reported that they feel welcome when visiting the school; feel well informed about school activities; and that the school supports positive behaviour from their child. Areas of development noted include communication around informing parents about their child's social and emotional development, and the support of students to form positive relationships.

Students

The majority of students have a positive sense of belonging to the school community, have friends at school they can trust and who encourage them to make positive choices, and they find classroom instruction relevant to their everyday lives. Areas of development noted is the increasing student aspiration to move into higher education post-school, and their participation in extracurricular activities.

Staff

Teachers are supported to connect with other teachers to discuss strategies to better engage students, set high expectations for student learning, and establish clear expectations for classroom behaviour. Areas for future development are the increasing opportunities for members of the community to be involved in learning opportunities, and the embedding of formal opportunities for school leaders to observe teaching.



CATHOLIC EDUCATION
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