

2022

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ



St Joseph's College

New England Highway, LOCHINVAR 2321

Principal: Patricia Hales

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About this report

St Joseph's College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the College community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the College's improvement journey is documented in the Strategic Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the College directly or by visiting the College's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

St Joseph's College motto 'Strength in Difficulties' is continuously embraced by students and staff as they seek to develop their physical, emotional, intellectual and spiritual wellbeing. This motto linked to our three pillars of Strength, Faith and Hope bind us together as people who seek to serve as Christ's disciples. Our 'Growth' watermark has been evident in the continued development of a Formative Framework in Stage 4 and improvement in NAPLAN results. Linked explicitly to Case Management as part of Sharratt's Leading Learning Collaborative, literacy has been strengthened across the school and faculties have tracked student growth using a wide range of data across all areas of school life.

Established in 1883 by the Sisters of St Joseph, the College has had two previous identities – firstly as an all-girls boarding and day school, then in the early 1990s when it changed to a 7-10 coeducational campus of All Saints College. The move to a 7-12 College recognizes the growing demand for a Catholic Education within the feeder zone of St Joseph's College and the continued expansion of the Maitland and Cessnock LGAs. St Joseph's College sets high expectations for its students, however, these expectations are catered for by experienced, committed teachers who are partners in learning with students and who welcome the involvement of parents. The College aims to provide an education grounded in the teachings of Jesus and enriched by the Josephite tradition. Teachers engage students in developing an understanding of and appreciation for respectful relationships with their peers and teachers. The College values and promotes the importance of spiritual, personal and academic growth and actively supports this growth through positive wellbeing. In 2022 our three Stage based Leaders of Wellbeing & Pastoral Care consolidated their roles and complemented the wonderful work of our Leaders of Wellbeing & Engagement, promoting student voice through a range of initiatives including student led assemblies. Our FLEXI Learning program continued to offer a diversity of activities for a broad range of student interests including a school musical – a great return post COVID restrictions which involved not only students from drama and music but our VET Entertainment and Business Services students as well. The college continues to offer a broad curriculum and this is particularly evident in the senior school which has again doubled in student numbers. Subjects from every KLA are available including Extension subjects, and VET as well as a number of School Based Apprenticeships in collaboration with Hunter New England Health and St Nicholas Early Education. Students continue to excel personally and as a collective in a variety of different fields including selection in state teams, participation in the Virtual Academy – a gifted education program and results in external examinations including HSC first in course across the Diocese and outstanding achievement in accelerated subjects..

Parent Body Message

St Joseph's College Lochinvar has established a long and valued partnership between the parent, carer and school community. The College has established mutually respectful relationships with the parent body and implements a range of means to facilitate this ongoing positive partnership.

St Joseph's College ensures that the parent body are aware of their child's learning activities, school structures, processes and opportunities that are available at the College. This is facilitated through a range of means such as effective and timely communication channels for parents through Compass Learning Tasks and Notifications; College Newsletters; College Facebook Page; Annual College Yearbook and Emails.

St Joseph's College provides a range of opportunities for parent engagement at the College including an annual College Open Afternoon showcasing Student Learning and Wellbeing Support; Parent and Student Information Sessions including the Year 7 Parent Welcome Evening; Year 9 and Year 11 Subject Selection Evenings; Year 10 and 11 RoSA Curriculum Information Sessions; Awards Presentations; Commissioning of College Leaders and Student Teacher Parent Interviews which all provided the opportunity for parents to make connections and work collaboratively with the school in their child's education.

Our Year 12 student group can share their finals weeks of schooling with parents and carers through Prayer, Mass, Graduation and a communal breakfast with students, parents and College staff.

St Joseph's College is open to consultation and feedback from parents through communication channels such as surveys and feedback to continually improve the life of the school – including transport issues such as bus availability and safety. They also ensure they respond in a timely manner to concerns or issues from parents via email communication. St Joseph's College supports visitors and volunteers, where possible, developing positive, respectful relationships between our student, parent, and school community.

St Joseph's College continues to develop and promote activities for parents to be engaged in the life of the school community through many and varied school opportunities.

Student Body Message

St Joseph's College Lochinvar is a school with a history spanning almost 140 years. The student body represents almost 1000 students across Years 7-12 who have a variety of gifts and talents. Leadership is founded on the Josephite values, and the teachings of Julian Tenison Woods and St Mary of the Cross Mackillop, who established schools with a strong commitment to academic excellence. Student Leadership at St Joseph's College consists of the Year 12 College Captains; the Year 11 House Captains; the Student Representative Council and groups such as the Mackillop Team who promote social justice in the College.

Each week students participate in Learning Mentor Groups where teachers complete a range of wellbeing activities focused on the College Pillars of Strength, Faith and Hope. Students are encouraged to consider their character strengths, grow their faith through prayer and reflection and develop goals for the future. In addition to these opportunities are community experiences of Swimming, Athletics and Cross Country Carnivals, Formation and Community Days, School Retreats for Year 10 and 12 as well as other experiences for different events. These experiences complement our focus on learning at school.

School Features

St Joseph's College Lochinvar, founded by the Sisters of St Joseph in 1883 is a co-educational secondary school providing a rich and diverse educational experience for students from Years 7 to 12. Located on the grounds of the foundation house of the Sisters of St Joseph who arrived from Perthville in 1883, the College maintains a strong connection with the congregation and the Josephite charism. This charism guides us in forming a faith-filled community inspired by justice and service.

Located in the Hunter Valley in a peaceful, rural setting just 8km from Maitland NSW, St Joseph's is located in the Chisholm Pastoral region of the Diocese of Maitland-Newcastle, and is fortunate to be situated across the road from the St. Patrick's Lochinvar Catholic Church, St. Patrick's Catholic Primary School and St Nicholas Early Learning Centre. The College caters for students from the local Catholic feeder primary schools, including St Patrick's PS Cessnock, St Patrick's PS Lochinvar, St Paul's PS Rutherford and Rosary Park Branxton. The College also has students enrolled from other local Primary Schools located in areas such as Aberdare, Aberglasslyn, Abermain, Allandale, Branxton, Bolwarra, Cessnock, Greta, Huntlee, Kearsley, Laguna, Lochinvar, Neath, Nulkaba, Pokolbin, Rutherford, and Telarah. The College has a blend of heritage and modern buildings which include a Chapel & Heritage Centre.

In 2022 St Joseph's College was the National winner and the Brigadier Bill Rolfe AO Award for Veteran Involvement winner. This national competition recognises the work of students, teachers, and schools to engage with veterans and honour Australia's wartime history.

'St Joseph's College, Lochinvar NSW, demonstrated strong engagement with peacekeeping veterans with learning activities across the school community, including interviews, artwork, and a commemorative service. The students shared their reflections on peace and service through a school peace tree.'

This achievement reflected the high level of student involvement in a range of curricula and co-curricula areas, especially with a return to some semblance of normality within COVID concerns.

Years 7, 9 10 and 12 had the experience of an overnight camp or retreat focused on developing a range of skills and understandings – all experiences resulted in significant personal growth and further consolidated community values and connections.

A significant building project was the completion of a new amenities block central to student playground areas which has greatly enhanced student wellbeing and staff supervision.

Student Profile

Student Enrolment

The College caters for students in Years 7 – 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
495	455	42	950

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying [Enrolment Procedures](#). It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2022 was 83.55%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
86.65	83.21	81.05	75.94	85.78	88.66

Managing Student Non-Attendance

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

College staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the College community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the College's strategies have failed to restore regular attendance.

Student Retention Rate

Of the students who completed Year 10 in 2020, 95% completed Year 12 in 2022.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior secondary outcomes 2022	
% of students undertaking vocational training or training in a trade during the senior years of schooling	35 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100 %

Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort.

The following provides an overview of post school destinations for our 2022 Year 12 cohort:

University - 48%

TAFE - 6.5%

RTO/Provider - 5.2%

Employment - 22.1%

Apprenticeship / Traineeship - 7.8%

ADF - 2.6%

Unknown - 7.8%

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	113
Number of full time teaching staff	73
Number of part time teaching staff	12
Number of non-teaching staff	28

Total number of teaching staff by NESA category

Teachers at this College are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 101 teachers
- Provisional 50 teachers
- Proficient 1862 teachers
- 1 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 4 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the College.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The College takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

In 2022, Staff Professional Development was based on our school watermark: Growth. Post Covid, the majority of staff professional development was completed over 10 Twilight sessions, each delivered by expert staff from St Joseph's and the Catholic Schools Office, delivered online after school.

Themes included:

- Wellbeing
- Ministry
- Formative and Summative Assessment
- Peer and Self Assessment.

College Leadership Teams also had two planning days to review data, including the wellbeing survey and NAPLAN data to plan for 2023.

Staff also participated in staff meetings based on the school focus of Reading to support the whole school delivery of the 3H Reading / Comprehension Strategies and staff capacity to embed these in their teaching practice.

A number of staff participated in the Catholic Schools Office Leading Learning Collaborative Conference held in October 2022, a continuation of the work of previous years, as well as committing to Case Management Meetings each Term.

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

In 2022 we embedded the theme adopted by the Catholic Schools Office – Fully Alive, and Christ's message that he came amongst us, fully human and fully divine so that we might 'have life and live it to the full' in all aspects of school life. As we look back on the year it is evident that our belief that human beings are most fully alive, most in touch with their inner selves, when they can acknowledge deep connections between themselves and God, others, and the rest of creation. So many events throughout the year resonated with and reflected on the commitment to building relationships, listening and responding to God's call to serve others, being stewards of God's creation, and making choices to learn, succeed, love, fail, and grow. Being 'fully alive' as also learning to pay attention to those around us, to their needs, and to the power within each of us.

St Joseph's College is proud of its strong Catholic culture that is clearly evident in all aspects of school life. This is consistently validated in the parent survey results in Tell Them from Me.

Teachers have an overt and shared commitment to the beliefs and values that characterise our Catholic culture. This is articulated in a variety of ways, but is essentially captured in the strategic direction documents which are formed around 3 Pillars – Strength, Faith and Hope. The Pillar of Faith description was co-constructed by staff and clearly articulated the commitment to our Catholic life, stating - "Those with faith recognise the unique dignity of every human being as created in the image and likeness of God. People of faith attend to their own journey into self-knowledge and right living, and they ensure that processes are just

and decisions are made in light of the common good. People of faith take great delight in spreading God's love, and strive to live life to the full. Empowered by the Spirit, those with faith enter into another's experience and are moved to respond. In the spirit of Mary MacKillop and Julian Tenison Woods they act as the hands of God at work in the world. They engage with the poor, the vulnerable and the disadvantaged of our world. People of faith draw strength from God and bring hope to the world." Staff, students and parents know our aspiration in this domain – that is – "To be a dynamic, contemporary Catholic School that responds actively to the Gospel message and our Josephite charism, nurturing a culture of service and trusting in the providence of God."

In 2022, there were a number of significant liturgies which celebrated our Catholic identity, Christian beliefs and Josephite Charism. Importantly these liturgies involved student input and leadership. Liturgies included Commissioning of Leaders, St Joseph's Feast Day, Easter, Harmony Week, ANZAC Day, Catholic Schools Week, NADIOC, Feast of Mary MacKillop, Passing of the Light of Leadership, Year 12 Mass of Thanksgiving and Christmas Liturgy. Our Catholic Identity was also evident in the Year 10 and Year 12 Retreat programs and the Formation Days in other Year groups.

Staff were supported in developing their own understanding of and commitment to our Catholic identity and ethos through participation collectively and individually in the Fully Alive Staff Spirituality Program, Faith, Story Witness, Doorways Program and Encounter Sessions at Professional Learning Days.

Staff gather in prayer each Monday, with volunteers leading prayer and engaging staff in reflection; there is also an opportunity on Fridays to engage in Dadirri in the Chapel – a time of prayer and contemplation. The Executive Team gather each week and focus on scripture through the Lectio Divina methodology – this is extremely life giving and provides the opportunity to share theology and faith.

The 'tone' of the school reflects a school-wide commitment to maintaining an authentically Catholic culture which has Christ as the foundation of the whole educational enterprise. The ethos and charism of the school express the assumptions, beliefs and values that the Catholic community shares. These are reflected in what is done, how it is done and who is doing it. This is clearly evident in the close connection between members of the school community and the Sisters of St Joseph who live on site. Each year the Sisters lead a Josephite Induction for new staff to support their understanding of the charism. Student Leaders work closely with our Leader of Ministry and members of staff to support them in their capacity to lead students in prayer and mission and to build their understanding of their role in supporting the Catholic identity of the college – their student voice lends authenticity to the mission of service and justice.

Curriculum, Learning and Teaching

Secondary Curriculum

The Secondary Curriculum follows the NSW Education Standards Authority (NESA) syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Schools Office (CSO).

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

In 2022 the College continued working as part of the Leading Learning Collaborative through the Catholic Schools Office partnership with noted educator Dr Lynn Sharratt. Staff engaged in a series of Twilight Professional Development opportunities to develop a College wide approach to assessment, with a particular focus on Learning and Teaching. A pilot of Formative Tasks across Stage 4 has been very successful, with staff using the COMPASS Platform to create, issue, engage and to provide feedback to students and parents.

Leaders of Learning, together with the members of their faculties, have continued to work with our Pedagogical Mentor to analyse data and use data to determine priorities in Literacy and Numeracy – this was particularly important with the continuation of the Government's COVID Intensive Learning Support Funding Package as the college was able to target students who would benefit from more individualised or small group support. Data from the program indicates that students not only improved their skill level but their confidence as well.

Digital Innovation and Technologies

The role of our Leader of Digital Innovation and Learning is integral to teaching and learning across all stages and supports skill development and integration of technology. Staff have become expert in using the Compass Learning Management System to share lessons with students each day, as well as using the platform to increase communication with students and parents in a range of ways, including providing timely feedback for some subject areas. The DIAL has introduced these skills to staff in professional development sessions and as well as to students to help them maximise their efficacy as learners. Students continue to use technology to enhance their experience of learning, capturing key information and to collaborate in Microsoft Teams and OneNote, as well as using Lockdown browsers for standardised testing like NAPLAN and Minimum Standards.

Gifted Education and Enrichment

In 2022, our Gifted Education Mentor continued to support staff in their professional learning especially in understanding differentiation to support talented and gifted students as well as working with the Diocesan Virtual Academy, a space where students can work on personal passion projects. Data was also a focus for our GEM, analysing CoGAT and PAT data and working in tandem with our Pedagogical Mentor and Leaders of Learning as a knowledgeable other. A key task in 2022 was the identification process of gifted students when working with staff, as well as developing profiles to be shared to staff in the Compass Platform.

In 2022, students in Year 9, 10 and 11 accessed an accelerated Mathematics Advanced course. This enrichment opportunity saw a Year 11 2022 student be placed 1st in the HSC school based cohort for Mathematics Advanced.

Learning Support

In 2022, we continued to offer the opportunity for students to enrol in Stage 6 Life Skills Courses in order to receive the HSC credential. Students were supported with a range of assistive technologies and were able to access support across their subject areas. Life Skills studies were also delivered both within the mainstream classroom and as a discrete course in Years 9 – 12. Many students with a learning difficulty or learning disability continued to attend face to face with a rotation of staff to work with them either individually or in small groups

Curriculum

In 2022, St Joseph's College Lochinvar offered a broad range of subjects to students from 7-12, encompassing a range of pathways to allow students to work toward a range of post school career options. In 2022 students had the opportunity to study:

Religious Studies

Years 7-10 Religious Studies; Years 11-12 Studies of Religion 1 & 2 Unit; Studies in Catholic Thought 1 Unit

English

Years 7-10 English; Years 11-12 English Advanced; English Standard; English Extension 1; English Studies

Mathematics

Year 7-10 Mathematics (including Stage 5 pathways); Years 11-12; Mathematics 2 Unit; Mathematics Extension 1 and Extension 2; Mathematics Standard 1 and 2. There was also an accelerated Mathematics class in Stage 5 and 6.

Science

Years 7-10 Science; Years 9-10 STEM; Years 11-12 Biology, Chemistry, Physics and Earth and Environmental Science.

HSIE

Years 7-10 History and Geography; Years 9-10 Commerce; Years 11-12; Ancient History; Business Studies; Economics; Legal Studies; Geography; Modern History; Society and Culture.

PDHPE

Years 7-10 PDHPE; Years 9-10 PASS; Years 11-12 Exploring Early Childhood, Community and Family Studies, PDHPE; Sport Lifestyle and Recreation.

Creative Arts

Years 7 and 8 Visual Arts; Years 9-12 Visual Arts; Years 9-11 Visual Design; Year 8 Mandatory Music Years 9 and 10 Elective Music; Years 11 and 12 Music 1; Years 11 and 12 Visual Arts; Year 10 Drama.

Technologies

Years 7-8 Technology Mandatory; Years 9-10 Industrial Technology – Timber; Years 9 and 10 Food Technology; Years 9 and 10 Industrial Technology – Metals; Years 9 -10 Agriculture; Years 11-12 Industrial Technology Timber Products and Furniture Technologies; Years 11 and 12 Software Design and Development.

Languages other than English

Year 7 – Japanese; Year 7 French; Year 9 and 10 Japanese

Vocational Education and Training

Years 11 and 12 Hospitality - Kitchen Operations and Cookery Stream; Years 11 and 12 Construction; Years 11 and 12 Manufacturing and Engineering Year 11 Entertainment; Years 11 and 12 Business Services; Year 11 Retail Services; Year 11 Primary Industries.

Life Skills Courses

Years 11 and 12 Catholic Studies; English; Mathematics; Investigating Science; Technology; Work and the Community.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	30%	24%	19%	21%
	Reading	22%	27%	15%	15%
	Writing	25%	24%	19%	22%
	Spelling	37%	33%	17%	17%
	Numeracy	30%	32%	20%	19%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	17%	22%	29%	28%
	Reading	15%	21%	17%	24%
	Writing	13%	17%	31%	33%
	Spelling	11%	17%	16%	21%
	Numeracy	16%	20%	6%	19%

Higher School Certificate (HSC) Diocese

The results of the College's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

NB: A number of new syllabuses were implemented this year which means there was a change in either subject name and/or course number. For this reason, results from previous years may appear as 0%. Some courses no longer run and therefore will show as 0%.

2022 was the fourth year that St Joseph's had a cohort sit for the HSC. Of particular note were the following achievements of the 2022 HSC cohort -

- 14 mentions on the Distinguished Achievers List
- 6 First in Course in the Diocese

Based on the DeCourcy Analysis 55% of courses examined students were in the typical range, with the following subjects 'zooming' that is performing better than typical students:

- Community & Family Studies
- English Standard
- English Advanced
- Industrial Technology Timber & Furniture
- Mathematics Standard 2
- Music 1
- PDHPE
- Society & Culture
- Studies of Religion 2 Unit

Significant improvement was also noted in the Music 1 Course with all students receiving a Band 4, 5 or 6. Society and Culture has continued strong results over the four years of HSC delivery with a strong focus on the PIP as a quality research project. A significant number of students in the cohort demonstrated substantial learning gains from Year 10 to Year 12.

NAPLAN

In 2022, NAPLAN resumed for students in Years 7 and 9. The 2022 NAPLAN results demonstrated considerable growth, particularly in the area of reading, with the trend data indicating improvement and growth for students in both Year 7 and 9. A number of students improved significantly with Band 10's increasing from 2020 result across all four tests: Reading, Spelling and Language Conventions; Writing and Numeracy.

Higher School Certificate	<i>Percentage of students in the top 2 bands (Bands 5 and 6)</i>					
	2020		2021		2022	
	School	State	School	State	School	State
Community & Family Studie	50 %	34 %	28 %	32 %	42 %	33 %
English (Advanced)	47 %	63 %	54 %	69 %	70 %	67 %
English (Standard)	10 %	12 %	7 %	17 %	16 %	15 %
Music 1	75 %	64 %	88 %	64 %	100 %	70 %
Studies of Religion II	40 %	44 %	11 %	46 %	38 %	46 %

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. In 2022, the number of students issued with a RoSA was 307.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

There were changes to the policy in 2022.

Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned the CSO [Student Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this College. The College does not sanction administration of corporal punishment by College persons and non-College persons, including parents, to enforce discipline in the College. Further information about this and other related policies may be obtained from the College's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the College's website, the administration office or at the CSO website.

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the College's website, the administration office or at the CSO website.

Initiatives promoting respect and responsibility

In 2022, St. Joseph's continued to promote a College that focused on respectful behaviour across all areas. Respectful relationships is critical to the learning and wellbeing of students in addition to the working environment of our teachers. There were a variety of initiatives and focuses throughout the 2022 that could be categorised under the following:

- selected small group
- year groups
- whole school initiatives.

The College continued to implement small group lessons in Learning Mentor Group that focused on responsibility. Led by the LMG teacher, students unpacked the concept of responsibility – understanding what this means inside and outside of the school context and how students can demonstrate this characteristic. Small groups of students were invited to engage with the 'Men's Shed' which involved working with identified students on themes such as respect, conflict resolution, emotional regulation and responsibility for actions. Implemented by Leaders of Wellbeing and Pastoral Care, these initiatives promoted respect and responsibility through modelling and applying appropriate language, actions and interactions by students towards each other and their teachers. The application of these programs were evident in the number of positive affirmations of students recorded in Compass.

Throughout 2022, the College continued to provide opportunities for students to engage with whole year group activities that promoted and nurtured respect and responsibility. Students attended the Year 7 Camp in Term 1 that focused on activities such as getting to know each other, team building and respectful relationships as they transitioned into high school. The camp was supported by the Leader of Wellbeing and Engagement and the Learning Mentor

Teachers and enabled them to build on this solid framework throughout the year. Students in other year groups also engaged in Community Days that built respect into the context of their days.

In addition to continuing with previous years' programs such as Harmony week and Sunnyside up week, the College Captains Student Leaders developed the 'Upstander' concept and spoke about this regularly at College assemblies. Teachers also began to embed this language in restorative conversations with small groups and year cohorts. This was an authentic example of student voice and as such was reflected in the uptake of the concept by the student cohort.

The cultural heritage and diversity our St. Joseph's students has continued to be at the fore of our identity. The Yalawa Centre reinforced the importance of connection to identity and culture by supporting students who identify as a first nations person. Throughout 2022, appropriate rituals and customs were interwoven in the life of the College's Assemblies, Mass and Award Ceremonies.

School Improvement

The College implements the system's review cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Improvement Plans are future focused documents that map the College's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- Catholic Culture and Mission
- Learning

Each year, the College develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic Improvement Plan may be obtained from the College administrative office.

Key Improvements Achieved

In 2022 we implemented the 3H Reading Comprehension Strategy across the school; led by the Pedagogical mentor, all staff were trained in the process and the PM worked alongside teachers in the classroom to embed the strategy in their teaching and assessment practice. It was clear in the 2022 NAPLAN results that there was growth in reading and comprehension across both Year 7 and Year 9.

A series of Twilight Professional Learning sessions were implemented with staff to engage staff in PL linked to the school Improvement Plan and harness the expertise of a variety of staff, especially those members of the Leading Learning Collaborative. The targeted areas had a direct link to our Strategic Plan and focused on improvement across the school. The Twilight Sessions – Growth Series 2022 included –

- Curiosity and Wonder – the cycle of learning and assessment including co-constructed success criteria and explicit learning intentions.
- High Impact Teaching Strategies
- Formative Assessment & Feedback
- Understanding and implementing the new CSO Wellbeing Framework
- Case Management & Learning Walks
- Summative Assessment
- Formation for Mission
- Differentiation for Learning
- The Art of Reflection

Evidence from observations, student work samples and teacher feedback indicated the high value of this PL and a direct correlation with student improvement.

Restore Sessions were implemented in 2021 as a way of engaging students who were not meeting the Code of Conduct to reflect on their actions, consider the impact on others and set goals for the future. It was obvious at the end of 2021 that we needed to do more with staff and students as well as educate parents about the methodology and purpose of Restore. Subsequently a Restore Flowchart and Framework were developed, and leaders were identified to implement these consistently. Thus, we saw a significant improvement in intent and implementation and clearly that a gradual release of responsibility for wellbeing to students was imperative in the process.

During COVID we developed a Formative Task approach in Stage 4 – while this grew out of necessity in 2022 it was formally adopted across all faculty areas, with a continuous cycle of feedback at the time of completion of tasks to both students and parents. This process changed the culture of learning and assessment from the ‘does this count’ mentality to ‘everything counts in learning’ mentality. From a parental perspective it means that parents are not waiting till the Semester 1 and 2 reports to receive and understand the process of their child’s learning. Students are more accountable and intervention occurs earlier.

Priority Key Improvements for Next Year

Priority Areas for 2023 include

- Continuation of implementation of 3H Reading / Comprehension Whole School Approach
- Writing focus
- HSC Deep analysis
- Stage 4 Formative Task approach consolidated.
- Sharratt Work – Collaborative Enquiry
- Restore Sessions fully implemented with all staff
- Learning Support procedures and policies
- Improvement in communication mechanisms linked to Wellbeing & Pastoral Care
- Improvement in understanding mental health through the implementation of Mental Health First Aid
- Development of teacher understanding of new syllabus documents in readiness for implementation in 2024

Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of improved outcomes for students. This year, the College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers. The school undertakes extensive surveying of all stakeholder groups annually. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

Feedback through the annual Tell Them from Me Survey indicated that parents felt –

- welcome when visiting the school
- they were well informed about school activities
- that written information was clear and in plain language
- student reports were easily accessible and understandable
- teachers set high standards
- student wellbeing was effectively supported
- students were clear about school rules, expectations and standards
- teachers expected students to be engaged in learning
- students were safe at school
- students were treated fairly
- they were well informed about safeguarding
- there were regular opportunities to be engaged in faith life
- well informed about the Religious Education program
- the school was well maintained and resourced
- leadership was effective
- the school had a strong reputation

Student satisfaction

Feedback through the annual Tell Them from Me Survey and Year 12 Exit Survey indicated that students felt –

- the school helps them to understand and participate fully in prayer and liturgy
- teachers know a lot about their subject matter
- there is a trusted teacher who they could approach and would listen to them if concerned about bullying
- the school is a place where Catholic beliefs and values are important and are lived out by everyone in the school community

- they had friends at school they can trust and who encourage them to make positive choices the majority of students were engaged in learning and did not demonstrate disruptive behaviours
- students try hard to succeed in their learning
- students in the school had an understanding the beliefs, understandings and behaviours of those from other cultures
- important concepts were well taught in class
- instruction was well organised with a clear purpose and immediate feedback that helps them to learn
- teachers hold high expectations for all students
- the school promotes child safe practices
- confident the school would respond if they raised concerns about safety
- the school is well maintained and resourced
- there is effective leadership at the school

Teacher satisfaction

Feedback through the annual Tell Them from Me Survey and semester based 'Pulse Checks indicated that staff felt –

- the school is highly regarded in the community
- St. Joseph's has a strong culture of growth in learning
- students are well supported in safety and wellbeing
- faith formation of staff is a critical part of our school improvement agenda
- school leaders help teachers establish challenging and visible learning goals for students
- school leaders support staff especially during stressful times.
- teachers in the school are highly collaborative - share their lesson plans and resources; discuss assessment strategies, discuss and strategies in regard to learning problems of particular students, discuss their own learning goals and provide support
- justice initiatives within the school have a distinctive Catholic purpose which are underpinned by Catholic Social Teaching.
- the school sets high expectations
- staff are student focused - discuss with students ways of seeking help that will increase learning; use formal assessment tasks to discuss with students where common mistakes are made; establish clear expectations for classroom behaviour.
- parents are regularly informed about their child's progress.
- there are clear and consistent expectations for classroom behaviour and for student learning.
- school leaders to create a safe and orderly school environment.
- there is a priority on safeguarding
- the school site is well maintained and resourced

Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2022 year is detailed below:

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$11,813,685
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$3,461,750
Fees and Private Income ⁴	\$3,799,895
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$995,449
Total Income	\$20,070,779

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$632,203
Salaries and Related Expenses ⁷	\$14,168,856
Non-Salary Expenses ⁸	\$4,876,236
Total Expenditure	\$19,677,295

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2022 REPORT