

2023

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ



St Joseph's College

898 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 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

At the commencement of the 2023 school year, we embraced the theme – ‘Encounter – Journeying together’ which has influenced our prayer and formation experiences in a variety of ways. Pope Francis in ‘The Joy of the Gospel’ wrote ‘to accompany others is a sacred task....it is intimate and intentional; it is dynamic and life-changing.’

In 2023 we celebrated the 140 year anniversary of continuous education on the Lochinvar site, and cannot help but reflect on the thousands of staff, students and families who have journeyed together. The College has certainly evolved, changed and grown. We have encouraged our students to understand that the greatest doer must also be the greatest dreamer, however, if the dream is not followed by action it is actually just a diversion. This means that we need to foster a culture that puts the needs of others first; it means a selfless commitment to be, as Fr Julian Tenison Woods wrote “instruments in the hand of God”. There is no doubt that in 2023 the staff of St Joseph’s, have excelled again in their commitment to growth and improvement. Our aspiration to “be a dynamic, contemporary Catholic School that responds actively to the Gospel and our Josephite charism, nurturing a culture of service and trust in the providence of God; to be an environment that inspires a growth-mindset learning culture that is agile and capable of actively responding to the needs of all students, is innovative and future-focused based on research and best practice and recognizes the power of positive well-being’ continues to be brought to life.

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 well-being. 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 within the Leading Learning Framework – particularly in 2023 associated with Case Management. On viewing our presentation Lyn Sharratt remarked that our work was world class and should be shared across the world. It is humbling to hear such praise but also very reassuring to our community, that despite our regional location, students who attend St Joseph’s experience an education that is rich in experience, diverse in presentation and grounded in excellent pedagogical practice. This aspect was also reflected in our 2023 HSC results with St Joseph’s being identified in NSW rankings as above the State average for student growth and 26 mentions on the Distinguished Achievers List.

Parent Body Message

St. Joseph’s College Lochinvar has maintained positive working relationship with our parents and carers over a long period of time. The College has developed and nurtured open and

respectful relationships with the parent body through a number of different initiatives and processes.

The College ensures that through regular and open communication, parents and care givers are aware of their child's learning activities, extra curricular and co-curricular events in addition to variations in school processes. This is achieved primarily through Compass Learning Tasks and notifications, College Newsletters, emails, College Facebook updates, Assessment Handbooks and Annual Yearbooks. Parents have been appreciative of these types of communication as it allows them to keep informed, plan their family time around assessment periods and be aware of College success stories.

Parent voice is also an important aspect of the life of the College. St. Joseph's offers a range of engagement opportunities for parents to be present in the life of the school. These include but are not limited to the annual College Open Afternoon, Parent and Student Information Sessions including the Year 7 Parent Welcome Evening; Year 9 and Year 11 Subject Selection Evenings, Japanese Host visit, Year 10 and 11 ROSA Information evening, Yr 9 and 11 Subject Information afternoon, Awards ceremonies and presentations and Commissioning of College Leaders. Parents were also offered the opportunity under the Parent Engagement Model, to come in for a chat and a coffee.

In relation to the faith dimension of the College, St. Joseph's has extended invites to parents to contribute to the final few weeks of schooling for the Year 12 cohort. Parents were asked to be a part of their final Mass, Graduation and prayer week.

St. Joseph's College is open to feedback from parents in relation to the learning, wellbeing and faith development of their child. We are open to consultation and feedback, which parents readily engage with in the form of surveys, meetings, phone calls and emails. This communication is key to promoting and maintaining an open and welcoming community built on positive and respectful relationships.

Student Body Message

The environment at St Joseph's is positive and nurturing, fostering students to achieve their full potential at all times. The mission of our school is to ground our education in the Josephite tradition, at all times exhibiting strength, faith and hope. As a student leadership team we live by these pillars daily consistently working toward creating a community in which all students feel they belong. As a team of eight we are always leading the initiatives within our school that are essential to the development of the culture at St Joseph's. These events include, Sunny Side Up week, RUOK Day and the celebration of our Catholic faith through feast days.

Engaging students and teachers in conversations surrounding well-being are essential to the creation of positive student teacher relationships which is part of what makes our school such an appealing place to be. As a student who has been both engaged in peer support, from a

participant to a leader, I can ultimately say that it has led to the development of connections between junior and senior students once again leading to the positive school environment. These connections and relationships are essential for students to feel nurtured in the school environment, thus ultimately leading to a holistic educational experience.

School Features

St Joseph's College Lochinvar, founded by the Sisters of St Joseph in 1883, is a coeducational 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. This year, we celebrated 140 years as a Josephite Community of education on this site. The celebration of 140 years provided the opportunity to reflect on the thousands of students, teachers, families and Sisters who are part of the Josephite story and journey, as well as its evolution over time.

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 closely situated to 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 includes our College Chapel.

In 2023, we were fortunate to have the funding to refurbish a number of classrooms to deliver contemporary, 21st Century learning experiences. Adding to this is the additional funding announcement which has been allocated to build a new TAS facility. This will be a welcomed addition to make a 'TAS Hub' in the College.

The College continued its evolution of the Student Hub, previously the Sisters of St. Joseph's old residence, with the Penola Centre being our designated space for supporting our students with learning disabilities, as well as the Yalawa Centre to support students who identify as Aboriginal or Torres Strait Islander descent in achieving their educational goals and learn about their culture.

During 2023, also saw our Sister School from Japan, Izumigaoka Junior High School, visit for the first time since 2019 due to COVID restrictions. This again provided meaningful opportunities to learn about each other's culture and customs, and further strengthen good will between Japan and Australia in the spirit of peace and prosperity.

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 2023: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
494	440	62	934

* 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 2023 was 86.83%. 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
89.10	86.69	86.48	87.24	86.45	85.04

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 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 2021, 99% completed Year 12 in 2023.

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 2023	
% of students undertaking vocational training or training in a trade during the senior years of schooling	43 %
% 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.

University – 38 students (45.8%)

TAFE/RTO – 8 students (9.6%)

Employment – 16 students (19.3%)

Apprenticeship/Traineeship – 12 students (14.5%)

Unknown – 9 students (10.8%)

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	119
Number of full time teaching staff	73
Number of part time teaching staff	12
Number of non-teaching staff	34

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 107 teachers
- Provisional 69 teachers
- Proficient 1887 teachers
- 4 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 10 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 2023, staff engaged in a diverse array of professional learning opportunities centred on our school watermark of 'Growth', all aimed at enhancing teaching practices, improving student learning outcomes and cultivating a culture of continuous improvement. Key highlights of our professional learning activities included:

- Establishment of the 'Growth' Team, which consists of the Leader of Growth and Development (School Executive position), Pedagogical Mentor (PM), Gifted Education Mentor (GEM) and Leader of Digital Innovation and Learning (DIAL)
- Participation in staff and faculty meetings focusing on Reading, Comprehension and Writing, all of which are aligned with our School Improvement Plan – specific whole school delivery of 4H Reading Strategy, RUCAS Numeracy Strategy, TEEEC Writing Strategy and differentiation strategies for Gifted and High Potential Learners
- Data Analysis Sessions (HSC, NAPLAN, PAT, CoGAT): collaborative engagement and analysis of data to track student growth, understand the needs of individual learners and reinforce the importance of data-driven instruction to improve teaching and learning
- A number of staff continued to be involved in the Catholic Schools Office Leading Learning Collaborative, specifically focusing on Case Management and Collaborative Inquiry to facilitate the sharing of expertise and foster a culture of collective efficacy
- Staff attended professional development sessions led by leading educational professionals focusing on literacy, numeracy and contemporary pedagogical practice to support students to be effective communicators in a changing world
- College Leadership Teams, both curriculum and pastoral, participated in planning days to review data, assess student learning gains and areas for improvement and develop action plans for 2024, specifically focusing on new syllabus implementation as part of the NSW Curriculum Reform
- Members of the Wellbeing and Engagement Team participated in professional learning opportunities to learn about strategies for positive behaviour and restorative practices
- All staff undertook the annual Professional Practice and Development (PP&D) Process
- Some staff participated in a Religious Literacy Project – Pedagogy of Encounter as a Diocesan initiative which included twilight information sessions and collaborative professional learning days with other staff from secondary schools across the Diocese
- Staff engaged in Teacher Expert Networks (TENS) initiatives to give feedback and share knowledge about new curriculum with other schools, regions and sectors across NSW

All professional learning experiences throughout the year have been instrumental in equipping staff with the knowledge and skills necessary to meet the diverse needs of students at the College. We continue to prioritise professional growth and development of staff and remain committed to creating a dynamic learning community.

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)

The core of our Catholic Identity is reflected in our College's Mission and Vision Statement, which is grounded in the teachings of Christ, enriched by the Josephite tradition, and aims to engage all members of our community in the sharing and fostering of Catholic life. These aspirations are fulfilled in the events and opportunities offered at our College, which are embedded in our Three Pillars and Josephite Values. Such beliefs and values are inspired by our Josephite charism, which runs deep in the history of our school through our initiatives, celebrations and style of leadership, "to never see a need without doing something about it" – Fr Julian Tenison Woods.

In 2023 our College integrated the Diocesan theme 'Encounter: Journeying Together', which was inspired by the Emmaus Story (Luke 24: 13-32), calling us to be people of community, by accompanying others their personal journey to Christ. Our strong commitment to Catholic culture, has embraced a community in which Christ is present in our actions of service, prayer, and ritual, allowing authentic opportunities to encounter Jesus together.

Nurturing such an important relationship, does not happen without commitment to forming the hearts, minds, and souls of a community through celebrating important events, liturgical services and programs. Such celebrations in 2023 included monthly Mass, Commissioning of Leaders, St Joseph's Feast Day, Easter, Harmony Week, ANZAC Day, Catholic Schools Week, NADIOC, Feast of Mary MacKillop, Sisters of St Joseph Mass celebrating the 140 years, Passing of the Light of Leadership, Year 12 Mass of Thanksgiving and Christmas

Liturgy. Furthermore, students engaged in specific formation programs to foster relationships with peers and Christ. Such programs and opportunities included, daily prayer, Year 10 and 12 Retreat, Year 7, 8, 9 and 11 Formation Days, MGL Sister Visit, the MacKillop Team (Social Justice Team) and Catholic Youth (Senior Discussion Group). All of which are celebrated and executed with our wider community, including the Sisters of St Joseph, members of the Parish (Priests and Youth Co-ordinator), Project Compassion, St Vincent De Paul Society and Catholic Mission, who serve as an integral part directing Christ centred formation.

St Joseph Staff also engaged in various professional opportunities both formal and informal in nature, to develop their understanding of the College's Catholic culture and deepen their personal relationship with Christ. Such opportunities included the completion of various Accreditation to Work, Teach and Lead programs, a Staff Spirituality Day, Staff retreats such as the Doorways program, a Josephite Induction – facilitated by the Sister Patricia Egan of the Sisters St Joseph, pilgrimages including World Youth Day in Portugal and to the Holy Land, prayer and contemplation – conducted prior to Staff Meetings, fortnightly contemplation in the Chapel (Dadirri) and Lectio/Visio Divina during Executive Meetings.

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.

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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.

The curriculum is designed to comply with NESA's mandated requirements for NSW Secondary Schools. The offering of Additional Courses of Study in Stage 5 and Senior Courses of Study in Stage 6 is driven by student choice and is reflective of the College's commitment to provide a curriculum which is truly responsive to meeting the express needs of students. The strength of this commitment has been tangibly expressed in the high number and rich variety of Stage 6 Courses of Study being made available to students in Years 11 and 12.

Students with additional learning needs are very well supported by our Learning Support staff. They know their students needs (emotional, social and academic) and they have in place clearly defined and well established policies and procedures to support all their students in accessing the curriculum and completing assessment tasks. The move to the Penola Centre in 2023 increased the accessible space for students who now have a number of break out areas to enhance the learning experience. The Learning Support team actively supports all teachers of students with special needs in curriculum differentiation and conducts detailed induction processes for incoming students.

In 2023 , the Covid Intensive Learning Support Program and Literacy Development Program, which were introduced in 2021, continued to be embedded in the Learning Support curriculum. In 2023, part of the School's Strategic Plan was a shift in assessment practice in Stage 4 with a focus on developing assessment literacy through the integration of formative tasks as the key component on assessment rather than summative being the only form of grade allocation. Parents were introduced the concept of feedback in time rather than at the end of Semester points.

The NSW Curriculum Reform was more deeply explored through the development and preparation for new a new Syllabus in Stage 4 and 5 English, Mathematics and Modern Languages. Integral to the implementation of the new syllabus is the work of the Growth Team who provide mentorship. Professional Development and supporting the articulation of the Strategic Plan. There was also a continued focus on analysis of data, base-line testing and the development of students' numeracy and literacy skills to enhance learning across the curriculum.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in 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.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- 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.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Joseph's College for 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	73%	64%
	Reading	69%	68%
	Writing	59%	63%
	Spelling	75%	73%
	Numeracy	69%	67%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	60%	56%
	Reading	57%	63%
	Writing	56%	58%
	Spelling	72%	71%
	Numeracy	61%	64%

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%.

2023 was the fifth year that St Joseph's College had a cohort sit for the HSC.

Of particular note were the following achievements of the 2023 HSC cohort:

- 26 mentions on the Distinguished Achievers List
- 7 First in Course in the Diocese Awards

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:

- Ancient History
- Community & Family Studies
- Mathematics Standard 1
- Mathematics Standard 2
- Music 1
- Society & Culture
- VET Entertainment
- VET Hospitality

Of all courses studied for the HSC 52% were above State Average.

Significant improvement was also noted in the English Advanced Course with students in Band 6 equal to the State Average. A significant number of students in the cohort demonstrated substantial learning gains from Year 10 to Year 12.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2021		2022		2023	
	School	State	School	State	School	State
Community & Family Studie	28 %	32 %	42 %	33 %	42 %	33 %
English (Advanced)	54 %	69 %	70 %	67 %	57 %	67 %
Hosp Exam Kitch Op & Cook	70 %	34 %	0 %	44 %	80 %	39 %
Mathematics Standard 2	21 %	25 %	22 %	29 %	22 %	29 %
Music 1	88 %	64 %	100 %	70 %	89 %	69 %
Society and Culture	50 %	45 %	73 %	43 %	63 %	45 %

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 2023, the number of students issued with a RoSA was 97.

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.

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 2023, St. Joseph's College continued to promote respectful behaviours across all areas of College life. Respectful relationships are crucial to who we are as a Catholic College, but also to the learning and wellbeing of our students and teachers. There were a number of initiatives throughout the year that could be categorised under the following:

- small group
- year group
- whole school initiatives.

The Leaders of wellbeing and Pastoral Care have continued to refine resources that teachers use with the Learning Mentor group. The LMG teacher subsequently unpacked the concept of responsibility and how students can model this both within and beyond the school context. The College continued to support the 'Men's Shed' program, where selected students met regularly to work on concepts such as respect, boundaries and responsibility. In addition in 2023, the College supported the introduction of the MAT program. Run by external providers, students were offered a spot in this program to assist them to further build skills in emotional regulation, respect, responsibility and control. Both these programs promoted respect and responsibility through modelling appropriate responses to situations (both in word and action) within a real world context. Students were able to apply what they learnt in their relationships with peers and staff.

Throughout 2023, St. Joseph's College continued to offer and support a range of opportunities for whole year groups to explore concepts of respect and responsibility. Students attended the Year 7 Camp in Term 1 where they engaged in activities based on team building, interpersonal skills, respect and care for each other. The language and skills around this, were carried through the whole year in Form Assemblies and LMG groups, resulting and an anchor point for the year group. Students learnt the benefit of being

respectful to each other, staff and the College and appreciated that this was their responsibility as students.

Lastly, the College further embedded the 'Upstander' concept, an initiative derived from genuine student voice. Students were reminded of this regularly in restorative conversations, whole school assemblies and form meetings. The College began to see the benefit of promoting this in the number of students who began to speak up when they saw matters that concerned them. Whole College events such as Harmony Day, continued to be a visible and relevant way in which students and staff, can embody and promote respect for one another. Further to this, the Yalawa centre maintained the importance of celebrating and recognising our first nations' peoples, their stories, traditions and identity through supporting our Aboriginal and Torres Strait Islander students. Throughout 2023, the relevance and vibrancy of this culture was placed at the forefront of our assemblies, liturgies and special events such as 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 Identity and Catholic Curriculum
- Learning and Wellbeing

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

Goals identified in the 2023 School Improvement Plan included the following:

Catholic Identity & Curriculum

1. To develop a deeper understanding of our three pillars of Strength, Faith and Hope through ongoing formation of students, teachers and parents and develop a visible representation of the 3 pillars in our physical school/classroom environment
2. Support teachers of Year 9 & 10 Religious Studies to develop knowledge & understanding of the Pedagogy of Encounter

Learning & Wellbeing

1. Continue to foster growth in reading, comprehension & writing to enable students to be effective communicators in a changing world
2. Provide Professional Learning opportunities for staff to engage with understand student Mental Health
3. Provide PD to teachers regarding differentiation strategies and the use of CoGAT data to identify gifted students
4. Develop greater understanding of processes in Pastoral Framework and Behaviour Management; positive discussion about support structures; coherence in Logical Consequences and Restore processes.

During 2023 all teaching staff participated in 8 hours of targeted training in Mental Health First Aid which included both online and face to face components; the training was NESAs

accredited and has provided many opportunities for staff to engage with professionals and apply the knowledge and skills in supporting students.

The members of the College Growth Team have supported staff in classrooms to enhance their delivery of literacy, specifically focusing on the 4H Reading & Comprehension strategy and a framework for writing – TEEC – there has been a direct correlation with this focus and improvement in NAPLAN results. The Gifted Education Mentor has tracked CoGAT data and improvement in strategies used by staff in developing more targeted differentiation strategies; through the work of the members of the pastoral team, wellbeing initiatives have increased and well articulated Learning Mentor Programs have led to a higher engagement in whole school wellbeing activities and improvements in attendance; Compass templates have been enhanced for tracking of student wellbeing and analysis and monitoring of at risk students has continued to incorporate a Case Management Approach.

Priority Key Improvements for Next Year

Priority improvements for 2024 include:

- Tracking of AWTL data & develop a plan to support staff meet the requirements.
- Provision for further opportunities for staff formation
- Development and launch of a Service Learning & Leadership
- Support teachers of Year 9 & 10 Religious Studies to develop knowledge & understanding of the Pedagogy of Encounter
- Deepening staff understanding of new syllabus documents
- Review of literacy and numeracy strategies that have been embedded in the school especially for new staff
- Outdoor facilities and gardens to be enhanced
- Review of iTeach and iLearn @ SJL Framework to incorporate a deeper understanding of the pedagogy of practice
- Continue to backward map based on HSC analysis

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 gained from parents in both formal and informal settings, highlight a significant level of satisfaction with the College. Their comments affirm the quality of support and care provided to their children, high expectations regarding respect for others and behaviour, a high level of student engagement in the learning process, the quality of teaching from dedicated and passionate educators committed to fostering a love of learning through a growth mindset and an underlying connection to Catholic faith and formation.

We continue to place a high priority on the development of positive relationships between staff, parents and families through effective communication processes, keeping them informed about school events and important announcements, recognising student growth, achievement and learning outcomes, through;

- The publication of a fortnightly newsletter
- Compass (notifications, emails and access to important documentation and resources)
- Social media through the College Facebook Page

In 2023, a Parent Engagement Session was held specifically focusing on Stage 4 Assessment giving parents an opportunity to be informed about our whole school goals aligned with assessment processes, the Common Grade Scale, Feedback and Reporting. In addition, Compass Learning Tasks and Feedback Checkpoints were introduced and made available each semester to parents to promote further engagement and connection to their child's learning experiences, progress, goals and achievements.

Parents were also welcomed and included in numerous school community events throughout the year, with many expressing appreciation for the opportunities to contribute and be involved in their child's learning experiences, some of which included;

- Open Afternoon – comments from parents indicated the College's facilities and resources were of a high standard and felt they provided a conducive environment for learning and growth
- Liturgies, Ceremonies, Awards Evenings and Presentations

- Creative and Performing Arts and Vocational Education and Training (VET) productions
- Volunteering opportunities
- Transition interviews, school tours, lunch gatherings – aimed to bring together and support families connected to both our Yalawa Centre (Aboriginal and Torres Strait Islander students) and our Penola Centre (Students with Disabilities and Additional Learning Needs)

A significant indicator of parent satisfaction with all the College has to offer young people and families in our community is the continued high demand and increase in applications for enrolment. Insights gathered and anecdotal evidence indicates parents express confidence in the school's commitment to student well-being, holistic education and growth of learners as an integral component of our school's mission.

Student satisfaction

Student feedback in the school setting is multifaceted including anecdotal student feedback, feedback on learning and classroom based activities, feedback to the student leadership team, wellbeing survey feedback and overarching surveys, such as the Michael Elphick and Associates Year 12 Leavers survey.

Wellbeing check in's are done each term as part of the Learning Mentor Group program of the school. This data affords students the opportunity to provide feedback targeted at programs within the school, and is also an important access point for Leaders of Wellbeing and Engagement as an intervention point for students requiring further support.

The Michael Elphick and Associates survey is issued at the completion of Year 12. The survey reflects a number of domains of school life, however the final summation questions are focused on a student's overall satisfaction at school, their sense of belonging and their willingness to recommend the school to others. In all three questions, Year 12 students returned a positive result, with higher than average and expected outcomes for each question.

Student leaders, when talking to visitors at the school indicate their great pride in their community, the sense of belonging and their connection to their faith through our Catholic Identity and the Josephite Charism.

Teacher satisfaction

During 2023 staff participated in the annual Diocesan Staff Engagement Survey. 90 plus% of the staff indicating that they would recommend the services of the school to others, staff treat each other with respect, high levels of health & safety are a priority, success is celebrated, staff like their work, are skilled and equipped in technology, goals of the school are being

reached, confidence in the leadership of the school, co-workers are helpful and supportive and people are proud to tell others where they work.

The following were also notable highlights of the survey with the majority of staff indicating –

- Discrimination is not tolerate in the school or workplace
- Feedback is encouraged
- There are clear processes in regard to work to be completed
- Knowledge and information are shared in the school
- Work gives a sense of personal accomplishment
- Would recommend the school as a good place to work
- The future of the school is positive

Areas where people would like to see improvement included (primarily related to factors outside of the control of the school)

- Pay rates
- Work load
- Opportunities to work from home
- Mentorship

Factors that the school has identified with staff for improvement in 2024 include -

- Skill development for career progression
- Performance feedback

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 2023 year is detailed below:

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$13,788,900
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$3,750,449
Fees and Private Income ⁴	\$4,201,604
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$1,078,846
Total Income	\$22,819,799

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$448,786
Salaries and Related Expenses ⁷	\$15,457,178
Non-Salary Expenses ⁸	\$7,372,972
Total Expenditure	\$23,278,936

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 2023 REPORT