

2023

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ



St Joseph's High School

Segenhoe Street, ABERDEEN 2336

Principal: Veronica Rolfe

Web: <http://www.aberdeen.catholic.edu.au>

About this report

St Joseph's High School (the 'High School') 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 High School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the High School'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 High School directly or by visiting the High School'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 Catholic College's Vision Statement is "A Christ-centred inclusive community, grounded in service and integrity, nurturing the potential in all." Staff are deeply committed to living this vision with a strong focus on Catholic identity and the development of the whole person within a structured and nurturing learning community. We recognise that a student's development has its greatest outcomes when parents, students, and teachers form strong relationships based on mutual respect and trust. St Joseph's excellent standing in the local community and its consistently high academic results are directly attributable to the positive relationships staff form with students. St Joseph's has high expectations of our students, hence, the wearing of school uniform with pride, care of our school environment, and the manner in which we relate to others at school, and in the wider community, are pivotal to the formation of well-rounded and spiritually-centred young people.

Parent Body Message

St Joseph's Parents and Friends Association (P&F) is designed to assist the school in funding projects for the development of both students and the school.

Meetings are held every term either face-to-face or online and our ever welcoming and enthusiastic committee continue to be active in all aspects of supporting the school. The P&F endorsed the name change of the school from St Joseph's High School to St Joseph's Catholic College. The P&F also endorsed the introduction of girls' long school pants as part of the winter uniform and the boys' short socks. A trivia night was held to raise much needed funds while also building community amongst the St Joseph's families.

It is a great privilege to be involved with St Joseph's community and the P&F would like to thank the Executive Team, staff and volunteers for their continued support.

Student Body Message

St Joseph's High School, in line with our school motto "Have a care for justice; act with integrity," empowers the student body to display traits and characteristics that frame a successful future based on kindness, compassion and integrity in 2023. The St Joseph's High School students express these traits by supporting and participating in opportunities such as Community Days, InterACTS and Christmas Spirit Day. These days presented themselves with the help of the student body elected School Captains, and SRC leaders alongside teaching faculties. These school-based community events enable students to

support, celebrate and fundraise for charities, school facilities and the student body, leading to a greater sense of belonging and development of students' understanding of servant leadership.

In 2023 the collaboration between the Student Representative Council and the Wellbeing Action Team continued, with the SRC Representatives encouraging students to become involved in the continuation of vertical streaming to increase intra-cohort relationships and develop the opportunities for juniors and seniors to be connected, thus developing a greater sense of school spirit and community.

School Features

History of the School

St Joseph's High School traces its origins to 1896 when the Upper Hunter's Catholic educational culture began in Aberdeen. Four Josephite sisters from Lochinvar were sent on a mission to the school's current site to begin a primary school. Public transport for students was essentially non-existent, so a small number of boys began boarding at the Convent.

Over time, the boarder population increased, and this required the building of specialised boarding facilities. For most of its history, St Joseph's was a boarding school for primary school-aged boys, and it also served as the local area's Catholic co-educational primary school. 1971 saw the closure of the primary school, and the subsequent transformation of St Joseph's, in 1972, into a regional high school with the brief of serving the educational needs of the Upper Hunter Catholic Community. From this time, St Joseph's has continued to grow and evolve. The school has undergone multiple building programs with an emphasis on information technology and trade training facilities.

Location/Drawing Area

Located in the heart of the Upper Hunter, the school is part of the traditional country of the Wanaruah and Gamilaroi people. Aberdeen is part of the Upper Hunter Shire and the Muswellbrook Parish community. St Joseph's accepts students of both genders from Years 7-12, from areas covered by the Parishes of Denman, Merriwa, Muswellbrook, Scone and Murrurundi. St Joseph's High School is situated within the small town of Aberdeen which is a town of approximately 2000 people. Aberdeen is at the centre of the Upper Hunter region where students travel from Muswellbrook in the south, Murrurundi in the north, and Merriwa in the west. The region is noted for its strong primary industries of cattle, wool, vineyards and horse breeding, as well as coal mining and electricity production.

Student Profile

Student Enrolment

The High School caters for students in Years 7 – 12. Students attending this High School 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
328	352	31	680

* 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 87.42%. 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
89.76	86.60	87.04	87.27	84.67	89.19

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The High School, 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, High School staff, as part of their duty of care, monitor part or whole day absences.

High School 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 High School 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 High School's strategies have failed to restore regular attendance.

Student Retention Rate

Of the students who completed Year 10 in 2021, 45% 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	37 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100 %

Post School Destinations

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

The percentage of students and their post-school destination can be broken down into the following categories:

- University - 57%
- Employment - 30%
- Gap Year - 9%
- TAFE - 2%
- Defence Force - 2%

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	89
Number of full time teaching staff	52
Number of part time teaching staff	13
Number of non-teaching staff	24

Total number of teaching staff by NESA category

Teachers at this High School 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 High School.

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 High School 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

Staff at St Joseph's participated in the following professional learning opportunities. Staff also gained valuable skills presenting various topics to their colleagues at staff meetings and staff inservice days. Staff continued to strive to add to their own personal combination of skills to provide the best learning opportunities and outcomes for students.

Professional Learning opportunities included:

- Teacher Network Days (all faculties)
- Faith, Story, Witness
- Seven Steps to Mystery
- Religious Education in a Catholic School
- LIFT - Developing Expert Learners
- QELI Workshops
- Parents and Schools Working Together
- Introduction to Year 7, 9 and 10 Religious Education
- Early Career Teachers - Orientation to Teacher Accreditation
- Early Career Teachers - Health and Wellbeing
- Early Career Teachers - Report Writing and Resuscitation
- Assistant Principal Assembly Days
- Aspiring Toward Leadership
- Progressing in Leadership
- Tough Conversations for School Leaders
- Safeguarding for Employees in Child-related Work
- Learning Support
- Supporting Students Self-Regulation
- Verbal Intervention Training
- Understanding Attention Deficit/Hyperactivity Disorder
- LIFT Literacy (all faculties)
- Beginning Principals Professional Development
- Innovating Principals Professional Development
- RAP Analysis
- Quality Teaching Rounds
- NAPLAN Coordinator Training
- Ministry Coordinator Assembly Days
- Leader of Wellbeing Professional Learning
- Secondary RL Improvement Projects
- Secondary Pedagogical Mentors Days
- Positive Schools Conference

- Languages Curriculum Reform
- SKLAN Meetings (all faculties)
- New Geography Syllabus
- Year 8 Religious Literacy Marking
- Understanding PAT
- Aboriginal Education Assembly Days
- HSC Simulation Marking Program
- OEC Conference
- Software Engineering Collaboration
- Programming New English syllabus
- Edutech
- Leaders of Digital Innovation Network Days
- Healthy Kids Expo
- Chemical Safety Accreditation

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)

Catholic Imagination and Spirituality

St Joseph's Catholic College is a regional Catholic co-educational school serving the five parishes in the Upper Hunter. Inspired by the spirituality of the Sisters of St Joseph who founded the school in 1896, the school gives a high priority to addressing the needs of the disadvantaged in the community, frequently reminding students of Mary MacKillop's words, "Never see a need without trying to do something about it" and our school motto "Have a care for justice; act with integrity." All school assemblies, meetings and special events begin with Acknowledgement to Country and formal prayer. Each day the school stops for its 'MacKillop Moments' where everyone pauses for five minutes at midday for reflection and prayer.

Christian Discipleship

St Joseph's is a Christ-centred inclusive community, grounded in service and integrity, nurturing the potential in all. It encourages the involvement of students, families and wider staff in discipleship opportunities. For example, the Year 7 Reflection Day at Denman is usually followed by a family BBQ and 'Get to Know the Teachers' activity for all new students and their families. For students in Years 7–10, we provide opportunities for Spiritual

Reflection that complements the Religious Education program and community service priorities of the school. Students in Years 11 and 12 participate in a three-day Retreat program.

Religious Education and Curriculum

The classroom teaching of Religion promotes an understanding of Catholic beliefs and practices in the context of providing Religious Literacy and aims to incorporate content with the same demands, creativity and rigour of other Key Learning Areas. There is an emphasis on active learning and creative pedagogy so that students can access learning at a variety of levels and through a range of learning modes.

Students in Years 9 and 10 have commenced a new curriculum with focus on enquiry-based learning, allowing students the opportunity to explore their own spirituality and religious beliefs while answering some 'big questions' throughout their learning process. The course allows for students to take ownership of where they are in their faith journey with staff guiding the learning opportunities of students.

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.

Digital technologies in the classroom have continued to develop as a great learning tool in the post pandemic classroom and both staff and students further explored the use of these technologies for digital learning. The BYOD program of previous years placed the school in an excellent position to further explore these digital technologies. Staff used the Compass learning management system to deliver lesson plan outlines each day and Microsoft OneNote to collaborate with teachers and other students.

Whole staff professional learning in 2023 was focused on improving writing skills, using NAPLAN and PAT data as our initial focal point. Staff learnt how to use data to inform and develop their teaching practice to improve student learning outcomes, particularly in the area of writing. Our Pedagogical Mentor coached staff to look closely at the data and make informed decisions about student improvement.

Designing and implementing the eight ways symbols for learning into teaching programs to support our Aboriginal and Torres Strait Islander students was a continued focus for 2023. Our Aboriginal Support Teachers provided staff with the opportunity to develop their understanding of the Aboriginal and Torres Strait Islander people in our local community, their culture and history.

The school curriculum includes a wide range of subjects, such as Religious Studies, Language, Mathematics, Science, Human Society and its Environment, English, Physical Education, and the Arts. These subjects are organised into stage descriptors that outline the knowledge, skills and competencies that students are expected to acquire at each year level.

In addition to the core KLA subjects, St Joseph's also offer elective courses, such as Foreign Languages, Music, Drama, Humanities, and a variety of technologies in education. These courses allow students to explore their interests and develop additional skills that may be useful in their future careers.

The curriculum also includes various extracurricular activities, such as sports teams, debating, public speaking, and student organisations such as Enviro Group. These activities can help students develop leadership skills, social skills, and a sense of community and belonging.

The curriculum is designed to meet the needs and interests of a diverse student population, with accommodations made for students with additional learning or wellbeing needs. Teachers use a variety of instructional methods and resources, such as textbooks, multimedia materials, and hand-on activities, to engage students and help them achieve their learning goals.

Overall, the school curriculum aims to provide students with a well-rounded education that prepares them for university, careers, and lifelong learning.

Several students completed work-placed traineeships in conjunction with their Higher School Certificate in the areas of Electrical Apprenticeship, Early Childhood, Manufacturing and Fabrication, Animal Studies and Human Services. Students also completed external TAFE Courses in Electrotechnology, Automotive and Animal Care as part of their Higher School Certificate study pathway.

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 High School 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	66%	64%
	Reading	60%	68%
	Writing	52%	63%
	Spelling	64%	73%
	Numeracy	66%	67%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	57%	56%
	Reading	55%	63%
	Writing	61%	58%
	Spelling	69%	71%
	Numeracy	66%	64%

Higher School Certificate (HSC) Diocese

The results of the High School'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%.

Students in Year 12 2023 had great success overall, with two students achieving 90+ ATARs. Eleven students were recognised on the Distinguished Achievers List with 13 Band 6's between them. Several students successfully completed School Based Traineeships in conjunction with their Higher School Certificate. Overall, the 2023 cohort produced consistent results of previous years' students. The success could possibly be attributed to the grouping of the top 30 students in the cohort each year since commencing Year 7.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2021		2022		2023	
	School	State	School	State	School	State
Agriculture	57 %	34 %	75 %	26 %	0 %	31 %
Ancient History	-	-	20 %	34 %	50 %	33 %
Community & Family Studie	27 %	32 %	53 %	33 %	45 %	36 %
Drama	40 %	46 %	100 %	59 %	100 %	60 %
English (Advanced)	36 %	69 %	40 %	67 %	40 %	67 %
English (Standard)	3 %	17 %	7 %	15 %	7 %	13 %
English Extension 1	-	-	-	-	100 %	94 %
Info Process & Technology	0 %	32 %	0 %	28 %	67 %	32 %
Legal Studies	43 %	42 %	25 %	41 %	38 %	43 %
Mathematics Advanced	0 %	50 %	30 %	49 %	75 %	50 %
Mathematics Extension 1	-	-	50 %	74 %	100 %	72 %
Mathematics Standard 2	6 %	25 %	16 %	29 %	30 %	32 %
Modern History	10 %	38 %	20 %	34 %	22 %	35 %
Music 1	83 %	64 %	100 %	70 %	100 %	69 %
Personal Dev,Health & PE	36 %	31 %	23 %	26 %	20 %	31 %
Primary Industries Exam	33 %	27 %	50 %	29 %	0 %	27 %
Science Extension	-	-	-	-	100 %	78 %
Studies of Religion I	7 %	42 %	38 %	41 %	100 %	49 %
Visual Arts	100 %	63 %	100 %	66 %	80 %	66 %

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 57.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The High School'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 High School'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 High School. The High School does not sanction administration of corporal punishment by High School persons and non-High School persons, including parents, to enforce discipline in the High School. Further information about this and other related policies may be obtained from the High School'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 High School'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 High School's website, the administration office or at the CSO website.

Initiatives promoting respect and responsibility

St Joseph's has as its school motto: "Have a care for justice; act with integrity," and that statement informs all our school priorities. A number of initiatives and programs to promote respect and responsibility were developed and implemented in 2023. Some of these include:

The 3 R's - Respect, Responsibility, and Ready to Learn – This initiative was developed in collaboration with all staff as a result of undertaking CSO Behaviour Management Professional Development, and drawing upon the foundations of Positive Behaviour for Learning (PBL). All classrooms have a visual reminder of these whole school expectations, and the desired behaviours for each element is included in student diaries and are explicitly taught during Pastoral Classes.

In addition to the 3 R's, and again in consultation with all staff, the St Joseph's Behaviour Management Flowchart was developed. The Australian Professional Standards for Teachers underpins the procedure and commences with prioritising relationships and learning needs of all students. The final product was included in a range of professional development opportunities that focused on Positive Behaviour for Learning at St Joseph's. Traditional 'detentions' as consequences were replaced by 'reflections' to promote an opportunity to grow and develop responsibility.

In March, six senior students attended the National Youth Leadership Summit in Adelaide and returned to work collaboratively with other students in the regional area to design and deliver wellbeing initiatives in their schools. Student Voice remains central to all wellbeing and pastoral care programs at St Joseph's. The CSO's Student Wellbeing Framework continued to be a central focus in our school in a variety of ways throughout 2023. Student leadership initiatives including the Student Wellbeing Team, resulted in the continuation of vertical streamed Pastoral Care classes to be run once per week. This was formed to

promote collaborative relationships amongst students across all year groups, as this was seen as a need across the student body.

Fortnightly timetabled wellbeing lessons for all students in Years 7-10 continue to promote a care for self and others and prioritise respectful relationships. Opportunities exist for students to engage in cohort based learning responsive to their needs.

Wellbeing Weeks occurred in Week 7 each term and primarily focused on key elements of Wellbeing through the Positive Education Framework and Catholic Social Teaching. Wellbeing Weeks are an opportunity for the St Joseph's community to be involved in a number of Community Service endeavours. They conclude with a student led Community Day raising awareness and funds for a variety of charities, with an emphasis on Catholic organisations. Examples include Project Compassion, Vinnies Sleepout, Vinnies Christmas Appeal, and local organisations such as Upper Hunter Where There's a Will, and Rotary.

School Improvement

The High School 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 High School'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 High School 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 High School administrative office.

Key Improvements Achieved

During 2023, St Joseph's School Improvement focus was on writing. During the year, staff undertook professional development in VCOP (vocabulary, connectives, openers and punctuation) giving staff a common language and resources to help improve student literacy skills. In our LIFT Literacy project "Waste Not Want Not" students had the opportunity to develop their social conscience regarding environmental sustainability through the lens of improving their literacy skills. We continued working in our Professional Learning Team workshops which ran concurrently with student-focused Case Management Meetings, ensuring that we utilised the skills of our Knowledgeable Others on staff.

The Mathematics, English, Computing and Language faculties implemented the new syllabus documents in preparation for 2024, while other faculties explored the upcoming future NESA curriculum reforms.

The school continues its involvement with the "Where There's a Will Foundation" ensuring that student wellbeing remains a focus of the staff and the school.

Staff explored the Josephite Charism through professional development which gave us a closer look at and appreciation of the heritage of our school. Staff spirituality and formation explored the social justice issues of the poor, displaced people, gender and identity and our First Nations People.

Priority Key Improvements for Next Year

In 2024 our school improvement focus will be on increasing student engagement which we believe is the essential foundation for improving students' academic performance and

learning outcomes. This will be monitored with our staff Learning Walks and Talks and our continued collaboration with the University of Newcastle and conducting Quality Teaching Rounds.

We will utilise the Catholic Schools Office LIFT initiatives of Developing Expert Learners with Michael McDowell and Leading Learning Collaborative with Lyn Sharratt to assist the school executives in leading staff on this journey of improved engagement.

Last year, we commenced professional development on consistently awarding grades with our NESA Liaison Officer. We will continue this journey in 2024 as we continue to analyse our HSC data and look at improving our HSC results in all subjects.

Staff will participate this year in professional learning on understanding trauma, understanding behaviour in the context of a specific disability and supporting students through escalation.

The faith journey of our staff will begin by ensuring all staff are suitably qualified to lead, teach or work in a Catholic School.

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 High School has used a variety of processes to gain information about the level of satisfaction with the High School 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

St Joseph's High School strives to maintain a close relationship with its parent community. The school organises a number of parent information evenings and other formal meetings to advise parents of issues such as assessment and policy consultations. Parents are invited to visit the school to meet with teachers and leaders.

Parents had the opportunity to meet with their child's teachers, attend P&F meetings and events, award ceremonies etc at school. The consistent message from parents is that they feel welcomed at St Joseph's and are provided with opportunities to express their opinions and assist in the organisation of the school. This is reflected in the level of school enrolments which continues to rise steadily.

Student satisfaction

Student satisfaction within St Joseph's High School can be measured through opportunities and events given to the student body by teachers and student leaders.

In 2023, St Joseph's High School continued to prioritise student satisfaction, leveraging the active involvement of student leaders in gathering feedback. Student leadership remains a cornerstone of the school's motto and values, providing opportunities in the school calendar to hold, host and participate in a diverse array of events tailored to cater to the interests of its student body; from Community Days to Outward Bound, DioSounds performances to the Science and Engineering Challenges, and a myriad of sporting competitions.

One notable event, was the St Vincent de Paul Sleepout, as the Year 12 cohort spent a night in the School Hall to raise funds and awareness for the homeless. The enthusiastic participation of students filtered down into the junior year groups and gained positive feedback, particularly regarding their enjoyment of their fundraising activities promoting mental health and homelessness awareness, as well as the exploration of their character strengths. In summary, St Joseph's High School in 2023 continued its commitment to student

satisfaction by offering a diverse range of opportunities and events, fostering a connected and spirited school community.

Teacher satisfaction

2023 saw the beginning of another busy year for staff at St Joseph's, with many looking forward to the changes and challenges a new school year brings. Throughout the course of 2023 staff highlighted several key areas around job satisfaction including:

Supportive Colleagues – Teachers continue to comment on the collaborative and supportive nature of staff, with strong relationships between colleagues. Many of our newly appointed teachers reference the warm welcomes and guidance they received in the initial weeks of their employment and throughout the school year from peers within their teaching team and Middle/Senior Leaders.

Positive School Climate - Teachers have commented that there is a strong sense of community amongst staff and there is a real emphasis on safe and positive learning environments being provided for students. Additionally, teachers have continued to engage enthusiastically in the Wellbeing Weeks run throughout the year, dressing up in solidarity to support worthy causes like Caritas and mental health promotion.

Staff have continued to cite challenges that have carried over from 2022 including staff shortages and an ever-increasing workload/limited timeframe to build upon professional skills. Moving forward into 2024, staff are embracing the chance to work collaboratively with each other once again and draw on shared experiences to continue enhancing their classroom practice.

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	\$9,707,311
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,679,901
Fees and Private Income ⁴	\$3,152,405
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$771,056
Total Income	\$16,310,673

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$274,237
Salaries and Related Expenses ⁷	\$11,098,576
Non-Salary Expenses ⁸	\$5,440,228
Total Expenditure	\$16,813,041

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