

2022

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ



St Joseph's High School

Segenhoe Street, ABERDEEN 2336

Principal: Robert Holstein

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 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 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 staff are deeply committed to helping students achieve their goals with a strong focus on Catholic identity and the development of the whole person within a structured and nurturing community. We recognise that learning 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.

Our new Vision Statement was carefully crafted by staff to reflect the essence of our school: St Joseph's High School, Aberdeen, is a Christ-centred inclusive community, grounded in service and integrity, nurturing the potential in all. It is our purpose now to live up to this new Vision Statement in all that we do here at St Joseph's.

Parent Body Message

The aim of the St Joseph's Parents and Friends Association has been to assist the school with development of the students, as well as funding key projects. This work continued in 2022, and whilst membership remains relatively small, the Association was able to have all key executive committee positions filled with enthusiastic members who have been active in supporting St Joseph's. During 2022 meetings were redesigned to include both face-to-face and online attendance to increase opportunities to become involved. It is aimed that this change will enable the St Joseph's P&F to continue to thrive into the future. The Grant program to install shade sails in the courtyard was completed and we actively participated in the new Principal recruitment process. The P&F would like to thank the school Executive Team and in particular the outgoing Principal, Robert Holstein, for their ongoing support and close collaboration over the past year.

Student Body Message

The school motto 'Have a care for justice; act with integrity' was displayed by students during 2022. Students expressed their caring nature and integrity through the support of fundraising opportunities, including the St Vincent de Paul Sleepout, the donation of Christmas hampers and the Lismore Flood Appeal, where students were encouraged to bring donations to help compensate for the goods lost at Lismore during the 2022 floods. Students acted with

integrity and demonstrated exemplary behaviour, gaining the respect of their peers and staff through CCC representation and recipients of NSW CCC Blue Awards, by upholding school values in the classroom, playground, stage and sporting field.

In 2022, there was a vast range of leadership opportunities available to students. In particular, the Where There's a Will Foundation funded six students to attend the National Student Leadership Summit held in Adelaide. These students then held a summit for others, 30 students from St Joseph's attended. The collaboration between the Student Representative Council and the Wellbeing Action Team facilitated various wellbeing and Community Day projects. The SRC representatives encouraged students to become involved in all aspects of their schooling. The formation of vertical streaming to increase intracohort relationships occurs once a week. The class is a conglomeration of students from Years 7-12. The school also encourages students in Years 11 and 12 to take a leadership role within the school.

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-education 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 village 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 2022: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
327	328	25	655

* 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 84.37%. 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
87.13	86.03	84.61	84.34	84.87	79.21

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

Student Retention Rate

Of the students who completed Year 10 in 2020, 67% 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	32 %
% 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 - 62%
- Employment - 32%
- Gap Year - 4%
- TAFE - 1%
- Defence / Police Force - 1%

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	83
Number of full time teaching staff	53
Number of part time teaching staff	11
Number of non-teaching staff	19

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 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 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.

Teacher Network Days

Leading for Learning & Impact

10 Secrets of Effective Teachers

Early Career Teachers Health & Wellbeing

Parents & Schools Working Together

Vision & Mission

Faith, Story, Witness

Understanding & Supporting Behaviour

Data & Literacy

Aspiring Middle Leaders

Assistant Principal Assembly Days

PPD Accreditation

Ministry Coordinator Assembly Days

Child Protection Training

Learning Support K-12

Disability Provisions

Religious Education in the Catholic School

Supporting High School Students to Write

Teacher Workshop Day – Connecting in Practice

Future Building in Education

Quality Assurance & Moderation

Aboriginal Catholic Ministry

ATSI Perspectives

HSC Analysis Days

Year 9 Religious Education

SKLAN Meetings – all Faculties

Supporting Students with Language Needs

MacqLit

MANTLE Conference

First Nations State Conference

NESA Aboriginal Education Forum

First Aid

Thrive

Understanding Autism Spectrum Disorder

Secondary Pedagogical Mentors Days

Reflecting & Networking Leaders of Learning

Vocational Education

Year 9 Religion – Living Justly

Vaping in Schools

Metals & Manufacturing Training

Aboriginal Studies

AgCatalyst 2022

Studies of Religion

Indepth Study of Islam Topics in the SOR syllabus

Teaching Commerce

Chemistry Lecture series

STEM Conference

Theory for HSC – Investigating Science, Chemistry & Biology

Introduction to Teaching Stage 6 Ancient & Modern History

Lucas Mill Training

Primary Industries

Teacher Talk

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 High School 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 around midday for reflection and prayer.

Christian Discipleship

St Joseph's 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 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 the students the opportunity to explore their own spirituality and religious beliefs while answering some big questions throughout their learning. 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 uses of these technologies for both digital and remote learning. The BYOD program of previous years placed the school in an excellent position to further explore these technologies. Staff used the Compass learning management system to deliver lesson plan outlines each day, Microsoft OneNote to collaborate with teachers and other students and Microsoft Teams as the communication tool in the digital classroom.

Whole staff professional learning in 2022 was focused on improving writing skills, using NAPLAN 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 2022. 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, arts, 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 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 hands-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 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	14%	24%	24%	21%
	Reading	15%	27%	18%	15%
	Writing	23%	24%	19%	22%
	Spelling	22%	33%	17%	17%
	Numeracy	25%	32%	16%	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	16%	22%	33%	28%
	Reading	14%	21%	34%	24%
	Writing	15%	17%	36%	33%
	Spelling	13%	17%	31%	21%
	Numeracy	13%	20%	15%	19%

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%.

Year 12 2022 had great success overall, with four students achieving 90+ ATARs and 23 students being awarded a Band 6 from 15 different subjects. Several students successfully completed School Based Traineeships in conjunction with their Higher School Certificate. Overall, the 2022 cohort produced the school's best results since 2016. The success could possibly be attributed to the grouping of the top 30 students in the cohort based on their Year 7 results.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2020		2021		2022	
	School	State	School	State	School	State
Agriculture	17 %	39 %	57 %	34 %	75 %	26 %
Community & Family Studie	100 %	34 %	27 %	32 %	53 %	33 %
Drama	17 %	47 %	40 %	46 %	100 %	59 %
Physics	8 %	41 %	0 %	41 %	60 %	41 %
Studies of Religion I	33 %	44 %	7 %	42 %	38 %	41 %
Visual Arts	63 %	65 %	100 %	63 %	100 %	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 2022, the number of students issued with a RoSA was 46.

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.

There were changes to the policy in 2022.

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 2022. Some of these include:

The 3 Rs - 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 the student diaries and explicitly taught during Pastoral Classes.

In addition to the 3 Rs, 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.

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 was launched and implemented in our school in a variety of ways throughout 2022. Student leadership initiatives including the Student Wellbeing Team resulted in the establishment of vertical 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 Culture and Mission
- Learning

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 2022, St Joseph's implemented a system of Professional Learning Team workshops which ran concurrently with student-focused Case Management Meetings. The purpose of the PLT workshops was to share the collective knowledge of school staff and leaders while allowing staff who were required, to be part of the Case Management Meetings. During the year we expanded our Learning Walks and Talks to be conducted as professional rounds, allowing professional collegial conversations before and after the Learning Walk and Talk.

Literacy still continues to be a focus at St Joseph's as identified in our NAPLAN and HSC Minimum Standards data, especially writing skills. This will continue to be a strategic focus in the coming years in terms of the professional development of staff to implement pedagogical practices to improve writing skills across the school.

The development of our new Vision and Mission Statements during 2022 has given the staff a renewed purpose and consistency of direction. Once ratified by the parents, students, and parishes it will be launched in 2023.

Priority Key Improvements for Next Year

In 2023 we will continue our journey with 'Clarity' and our focus on improving writing skills throughout the school. Further professional development in whole school improvement in writing will be our direction to ensure that any change we implement will have a real impact and longevity.

Staff and student wellbeing has long been a priority at St Joseph's as we continue our association with Where There's a Will Foundation. This will continue to be part of the framework of the school as we continue to deliver a holistic education to our students.

The launch of our Vision and Mission Statement will be celebrated after many years of conversations and refinement. We hope also to announce the new name of the school as St Joseph's Catholic College, Aberdeen, which will bring us in line with the other senior high schools in the diocese.

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 assessments and policy consultations. Parents are invited to visit the school to meet with teachers and leaders, as well as the School Executive Team.

Parents had the opportunity to meet with their child's teachers, P&F meetings, award ceremonies etc in person, after online viewing over the previous two years. The consistent message from parents is that they feel welcomed at the school 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

The level of student satisfaction within the school was collected with the support of student leaders. Student leadership forms a large part of the identity of St Joseph's High School and is an important focus in developing the potential of all the students. St Joseph's puts forth events that are desirable to the student body. These events in 2022 were community days, Outward Bound, DioSounds, Science and Engineering Challenges, and numerous sporting events etc. The events embodied by the school allow students with many different interests and ideas to participate in activities that they love and enjoy.

The St Vincent fe Paul sleep-out engages students in the current Year 12 cohort each year to raise money for the homeless, by sleeping out for one night in the hall to help increase awareness. Having the students willingly participate in activities demonstrates their eagerness and desirability to engage in school events throughout 2022. Positive feedback engaged from the students suggests they enjoyed participating in positive mental health activities and learning about their own individual character strengths.

Teacher satisfaction

2022 presented a more settled approach to teaching and learning for staff after a disruptive previous two years. Motivation and enthusiasm were noticeably high at the commencement of the year with many teachers looking forward to engaging in external programs, conducting excursions, running group activities etc. which had otherwise been put on hiatus.

As we progressed into the second term, staff felt that students took a little longer than usual to settle into a consistent routine in the classroom, with some indicating that a return to a structured learning environment had presented a challenge for students on the back of online lessons.

Teaching staff also commented on the challenges faced with an ever-expanding workload, in particular the difficulties with staff shortages resulting in extra classes/responsibilities which placed an extra layer of pressure when meeting deadlines around programming and report writing.

Despite the somewhat unique challenges of 2022, morale was still quite high thanks to the mutual support offered by peers and members of the leadership team. Other instrumental factors such as the generosity and good will of staff played a key role in the operational life of the school ensuring that our core business, providing quality education to our students, remained the focus.

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	\$9,532,486
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,793,438
Fees and Private Income ⁴	\$2,727,109
Interest Subsidy Grants	\$77
Other Capital Income ⁵	\$721,162
Total Income	\$15,774,272

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$409,434
Salaries and Related Expenses ⁷	\$10,120,980
Non-Salary Expenses ⁸	\$5,065,169
Total Expenditure	\$15,595,583

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