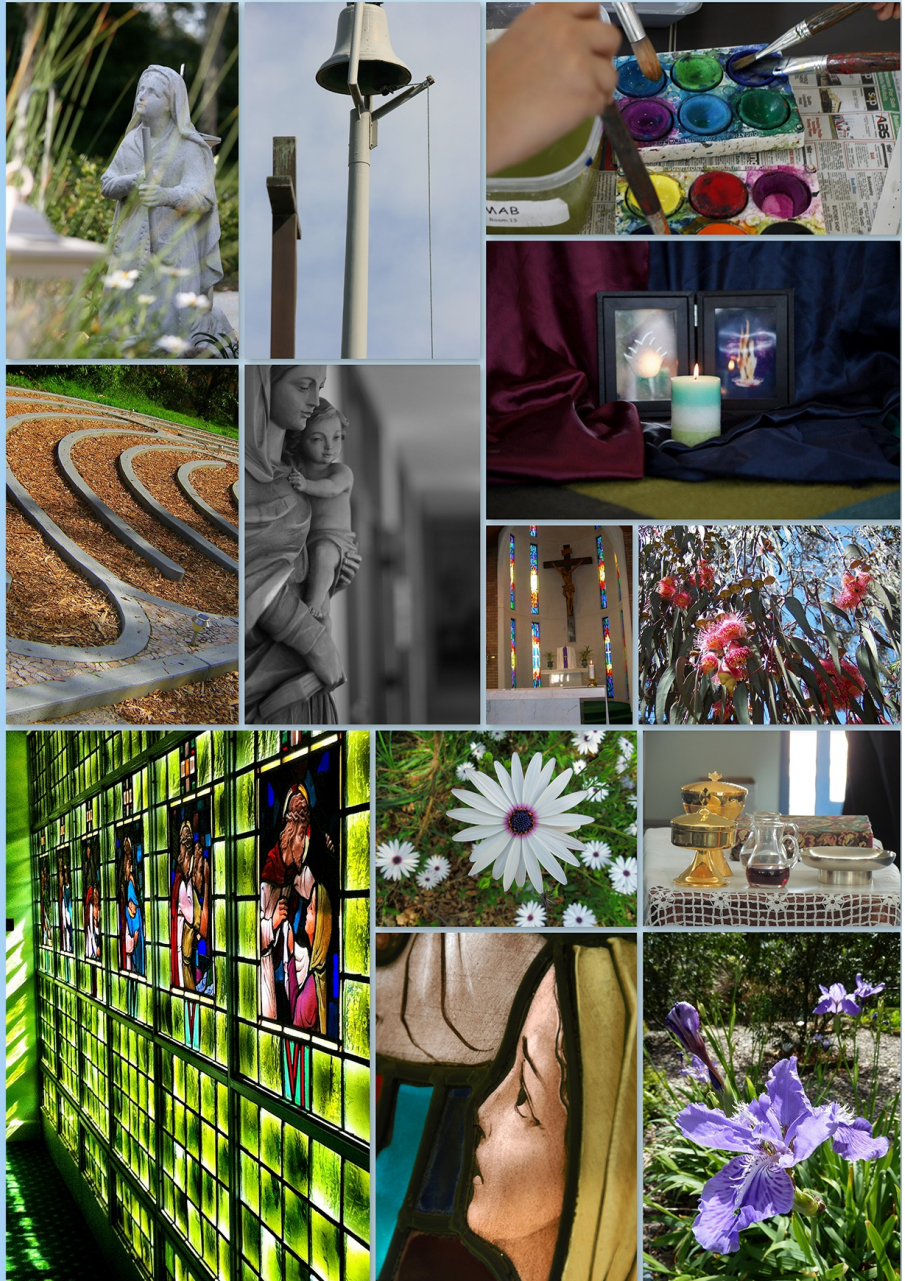


2015

annual school report



St Joseph's Catholic College, East Gosford

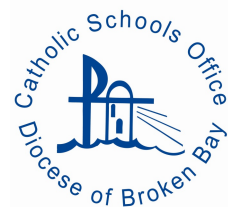
PO Box 4041, East Gosford 2250

Principal: Mr Anthony McCudden

Phone: (02) 4324 4022 Fax: (02) 4323 3512

Email: [sjcc@dbb.catholic.edu.au](mailto:sjcc@dbb.catholic.edu.au)

[www.sjccdbb.catholic.edu.au](http://www.sjccdbb.catholic.edu.au)



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## ABOUT THIS REPORT

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St Joseph's Catholic College (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. 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'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School 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 School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

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### **Principal's Message**

2015 has been a very successful year for our college community. Individually and collectively we have achieved great success in our endeavours inside and outside the classroom. The success of our Year 12 cohort in the Higher School Certificate, the introduction and success of the Future Problem Solving program for selected students in Year 8, the achievements of our vocal group in being crowned national champions, the continued achievements of our dance troupe, the amazing success of many of our sporting teams including our opens basketball side which was placed 2nd at the national titles in Canberra, along with many individual standout performances throughout the year all give evidence to the strength and character of our college community.

Added to this, our students were involved in a variety of performing arts, debating and public speaking competitions. Student involvement in the many community days and social justice initiatives gave life to our school motto 'Act Justly' and showed their support for our school values of Hope, Justice, Respect and Compassion.

### **Parent Body Message**

A variety of opportunities was provided throughout 2015 for parents to be actively involved in their daughter's education including parent/teacher evenings, information nights, study skills presentations and a *Connected Learning Expo*. Parents also supported a number of school activities with their presence at events such as the swimming and athletic carnivals, at many other sporting and cultural events, as well as helping to supervise and run the combined discos with the neighbouring boy's school, St. Edward's College. Added to this was the opportunity for parents to work closely with the college's school counsellor on programs such as 'Tuning into Teens' and 'Parenting Teens'. Open lines of communication and opportunities to meet and discuss their daughter's academic progress and pastoral care and wellbeing are made to all parents. Further information about progress is also available to parents through a parent portal of our student management system. Surveys of parents, conducted throughout the year, indicated an overwhelming level of satisfaction in the way the school operates and of the variety of opportunities given to students to achieve inside and outside of the classroom.

### **Student Body Message**

The Year 12 student leadership group consists of 15 students, the three college captains/vice captains and two leaders from each of the six college houses. These leaders are supported by assistant house leaders from Year 11. The Student Representative Council (SRC) also plays an important role in representing all students. Representatives from Years 7 to 12 and the college captains all contribute to the SRC which provides a voice for the wider student body. The SRC is an effective means for this communication. In 2015 the SRC led many fundraising and community service initiatives and gave wonderful witness to our school values. Our college leaders

coordinated and ran our St Joseph's day activities, our JJAMM celebrations, RUOK? day, White Ribbon day, a college walkathon and many other initiatives to support those less fortunate than ourselves and to educate our college community on many social challenges facing our wider school community.

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## SECTION TWO: SCHOOL FEATURES

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### School Features

St Joseph's Catholic College East Gosford, is a Catholic systemic girls school.

St Joseph's Catholic College educates young women from Year 7 to Year 12 and draws students from the local parishes of East Gosford, Kincumber, Terrigal, Woy Woy and Wyoming. Students are educated in the Josephite tradition that empowers young women to act justly and to lead lives as disciples of Jesus. The Sisters of St Joseph opened their first school called Our Lady of the Rosary School in the church located in Donnison Street Gosford in 1910. After a number of location and name changes, St Joseph's Catholic College became the official name of the School in 1999.

Central to our faith in Jesus Christ are our core values of Hope, Justice, Respect and Compassion, emanating from our Catholic worldview. These values connect all we do. The School motto, 'Act Justly', calls for the engagement of all community members (students, staff, parents) in the Josephite tradition of fair and just treatment of all people and of the mission of all to respond generously to the love of God for humankind.

The school seeks to provide a safe and caring environment for all its members. It is within this supportive environment that each student is called to live out the school values. This pastoral care approach is a key part of planning for students' wellbeing, effective learning and the development of contemporary MacKillop women empowered to lead within the wider community.

We believe that through the creation of multiple connections, we will provide greater opportunities to engage our learners and leaders so that together we develop skills to respond to the ever changing demands of the 21st century. The school community empowers young women who are shaped by their relationship with Jesus Christ within the Catholic tradition and inspired by St Mary of the Cross MacKillop to make a difference in the world.

The college has a strong link to social justice, where the staff and students are challenged to give of themselves to provide care and support to those in need in our community. A large number of staff and students volunteer their time to activities such as Vinnie's night patrol, Mary Mac's at Woy Woy and nursing home visits.

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## SECTION THREE: STUDENT PROFILE

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
869	0	39	869

\* Language Background Other than English

### Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

### Student Attendance Rates

The average student attendance rate for the School in 2015 was 90.16 %. 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
93 %	90 %	89 %	89 %	90 %	90 %

### Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student

- attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System](#) (password required).

#### **Student Retention Rate**

Of the students who completed Year 10 in 2013, 94% completed Year 12 in 2015.

#### **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).

<b>Senior Secondary Outcomes; Year 12, 2015</b>	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	29%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

#### **Post School Destinations**

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

The 2015, 89% of the cohort was eligible for an ATAR from University Admissions Centre. University placements were offered in a wide variety of courses with several Year 12 students gaining early entry offers. Other students have explored TAFE study, traineeships and employment options.

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## SECTION FOUR: STAFFING PROFILE

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### Staffing Profile

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
71	25	96

\* This number includes 56 full-time teachers and 15 part-time teachers.

### Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School](#) website.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	71
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) 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 CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. 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. The following table provides specific information relating to the focus of three of these staff development days.

Day 1	Learning targets and goals for 2015
Day 2	Staff spirituality day on the theme of 'The Joy of the Gospel'
Day 3	Professional learning groups

During 2015, staff were involved in a variety of PL opportunities, including;

- meet the HSC markers and workshops for several Key Learning Areas
- Catholic Schools Office support days for new and beginning teachers
- ongoing EDUMATE training for all staff as new modules are rolled out



- CPR training for all staff
- Child Protection training for all staff
- SafeTALK training on suicide prevention
- Anaphylaxis training for all staff
- Pastoral Care and Student Wellbeing networks for leaders of year groups and the leader of Student Wellbeing.

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## SECTION FIVE: MISSION

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Catholic schools in the Diocese of Broken Bay exist to educate and form young people in Catholic Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore core to all the priority areas of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of the Christian life and how we live it.

The school's motto 'Act Justly' from the prophet Micah, calls the attention of students and staff to the importance, in the Josephite tradition, of fair and just treatment of all people and of the mission of all to respond generously to the love of God for humankind. The vision of the principal is that students will complete their education at the school with a well founded appreciation of the scope and magnificence of the human mystery in the first place and, beyond that, the mystery of God.

The mission of the school community is to empower young women, who are shaped by their relationship with Jesus Christ within the Catholic tradition and inspired by St Mary of the Cross MacKillop, to make a difference in the world.

At St Joseph's our students are supported and challenged to

- develop relationships founded on discipleship and the Gospel
- strive for personal excellence and purpose
- develop their unique gifts and talents
- value learning and reflection that provide a foundation for individual growth and wellbeing
- act with courage, strength and gentleness in the service of others and in the stewardship of our earth
- value education as the foundation for achieving change in the world
- lead with compassion, serve with respect, pray with hope and act justly.

### Secondary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for secondary education. The BOSTES Key Learning Areas (KLAs) are English, Mathematics, Science, Human Society and its Environment (HSIE), Creative Arts (CA), Personal Development, Health and Physical Education (PDHPE), Languages, Technological and Applied Studies (TAS) Years 7-10 / Technology Years 11-12, Vocational Education and Training (VET). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

The approach to teaching and learning taken by teachers at St Joseph's during 2015 was to:

- focus on the implementation of strategies to improve learning outcomes across all KLAs, namely: creating and building a culture of high expectations for engagement, effort and achievement in learning; developing a literacy focus within faculties to raise literacy skills across the college; providing effective, timely and meaningful feedback to students
- embed a pedagogical initiative in Year 8 for gifted and high ability learners - the Future Problem Solving program
- successfully prepare for and participate in the diocesan school review curriculum focus days in the Religion, English and Mathematics KLAs
- implement and develop resources for the Australian Curriculum in English, Mathematics, Science and History for Year 8 and Year 10
- implement structural innovations in the college timetable to reduce disruptions in Year 12
- establish an expanded awards system to increase student motivation by acknowledging academic achievement and application each semester in all year groups
- effectively integrate one-to-one devices and e-textbooks within teaching and learning in Years 7–9
- increase capacity in using technology to enhance learning and teaching across KLAs, particularly through integrating Google Classroom
- utilise a range of data, including Year 7 Progressive Achievement Test (PAT) scores in Mathematics and Comprehension, and NAPLAN to assist monitoring of student growth to inform teaching and learning. This emphasis involved targeted staff training in the use of the BOSTES Results Analysis Package (RAP) to analyse HSC results.

In 2015 the college focus included the following initiatives:

- continued development of the Connected Learning model, using a guided inquiry approach to pedagogy for implementation in Year 7 and Year 8 2016; through innovative project planning and resource building, the collaborative teaching programs incorporate learning across the curriculum and the development of contemporary research skills, critical and creative thinking, ICT skills and presentation skills;
- development of the processes for grouping students in Years 7–10 into bands

differentiated by ability;

- implementation of cross-faculty professional learning through the development of professional learning groups; lesson observation and reflective discussion in relation to identified focus areas are features of this program;
- commitment to the development of innovative pedagogy and curriculum design targeted at strengthening student participation and achievement in Science, Technology, Engineering and Mathematics (STEM);
- commitment to the development of powerful learning experiences in junior Science that nurture critical and creative thinkers.

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## SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

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### NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the [My School website](#).

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	40.10 %	28.60 %	8.20 %	19.20 %
	Reading	36.10 %	28.40 %	5.80 %	15.30 %
	Writing	29.30 %	15.60 %	17.20 %	29.10 %
	Spelling	40.80 %	30.80 %	7.00 %	16.10 %
	Numeracy	28.80 %	25.80 %	9.00 %	16.60 %

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	12.60 %	16.90 %	25.90 %	29.00 %
	Reading	24.60 %	21.10 %	11.30 %	23.00 %
	Writing	16.20 %	13.40 %	26.10 %	39.20 %
	Spelling	22.40 %	23.90 %	15.40 %	22.10 %
	Numeracy	20.30 %	24.00 %	13.30 %	17.40 %

### NAPLAN Comments

Year 7

- The 2015 Year 7 cohort achieved a higher percentage of students in the top two bands in all aspects of literacy than the national cohort. A particular area of success to note is the writing strand where the school's Band 8 and Band 9 results were 13.7 percentage points higher than the national figure.
- The college has significantly improved results in Band 8 and Band 9 from 2013 to 2015 in all areas of literacy.
- In all strands of literacy, the percentage of Year 7 students in the bottom two bands is below the national rate. Of particular note, Band 4 and Band 5 results in the grammar and punctuation, reading and writing strands are well below the national level.

#### Year 9

- The 2015 Year 9 cohort achieved a higher percentage of students in the top two bands in reading and writing, than the national cohort.
- The percentage of Year 9 students in the bottom two bands in all test components is significantly lower than the national level.

Targeted professional learning experiences to identify areas of strength and focus in individual classes have been a feature of the college's 2015 NAPLAN performance analysis. Teaching and learning strategies have been implemented with the aim of significantly increasing expected growth in Year 9 NAPLAN literacy and numeracy results by the end of 2016. These strategies include increasing teacher proficiency in preparing and delivering a differentiated curriculum, improving teacher feedback and establishing high expectations. These strategies are designed to meet the learning needs of individual students and to improve learning outcomes.

An outcome from the analysis of these results will be the continued engagement of a literacy resource facilitator and a specialist literacy learning support teacher during 2016 to provide intensive literacy support for a number of students who achieved in the lowest two bands. Outcomes will be set for these students at the beginning of 2016 and will be assessed throughout the year for progress.

#### **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 2015, the number of students issued with a RoSA was 15.

#### **Higher School Certificate (HSC)**

The results of the 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, compared to State results, over the last three years.

119 students received the HSC credential in 2015 and 103 students were eligible for an ATAR. The highest ATAR was 98.4. Of 35 HSC courses studied, the marks achieved in more than half of all Board developed courses were significantly above the State mean and showed strong improvement from the previous two years' performances. One student's major work in Visual Arts was selected for *Artexpress*. Explicit data analysis and targeted teaching and learning strategies to improve student performance and maximise HSC results were a priority in all KLAs in 2015 and will continue to be a focus in 2016.

Higher School Certificate	<i>Percentage of students in top 2 bands (Bands 5 and 6)</i>					
	2013		2014		2015	
	School	State	School	State	School	State
English (Standard)	4 %	7 %	18 %	8 %	3 %	8 %
English (Advanced)	4 %	53 %	43 %	59 %	70 %	58 %
Food Technology	26 %	28 %	50 %	29 %	43 %	29 %
Legal Studies	67 %	43 %	73 %	40 %	64 %	41 %
Mathematics General 2	27 %	0 %	26 %	25 %	42 %	26 %
Music 1	83 %	59 %	71 %	60 %	83 %	62 %
Senior Science	57 %	39 %	42 %	37 %	41 %	29 %

### **Pastoral Care Policy**

The School's pastoral care and student wellbeing policies and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2011) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

### **Behaviour Management and Student Discipline Policy**

The School's policies and procedures for the management of student behaviour are aligned to the *Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools*. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

### **Anti-Bullying Policy**

The School's Anti-Bullying Policy is based on and informed by the *Anti-Bullying Policy for Diocesan Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

The school's anti-bullying policy is well promoted and available to all members of the school community. The policy is clearly articulated on the school website under the heading 'Peer relations and anti-bullying'. The school seeks to provide a safe and caring environment for all its members. Our school values underpin the way we connect to others and interact with them. The policy clearly explains 'what is bullying' and identifies a list of possible types of bullying including physical, verbal, non-verbal, extortion, property, electronic and psychological. The policy also identifies procedures for reporting bullying, including suggestions on what students can do to



report bullying and what parents can do to support their daughter if they are being bullied.

### **Complaints and Grievances Policy**

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

### **Initiatives Promoting Respect and Responsibility**

St Joseph's staff were involved in the following initiatives throughout 2015 to promote respect and responsibility:

- Over 50 staff were trained in “safe talk” via Life Line to help establish protective factors within the college around youth suicide. This enhances the staff’s ability to identify invitations put out by students that possibly relate to suicide. It gives the wider staff greater responsibility and skills in the identification of students at risk. Two further staff received higher level training to then give greater support to help these students.
- Pastoral teachers continued their relationship with the pastoral class from 2014, strengthening their connections with their students.
- Increased numbers of students were involved in the student leadership programs that build community - peer mentoring, peer mediation and peer tutoring. These were further embedded into the culture of the school. Training and opportunities to lead were given to the girls to enhance their leadership skills.
- The house system was further strengthened by giving more time to vertical activities during the pastoral lessons. This also enabled students to build greater connections with girls from other years in their house. Senior students have taken on the role of running many initiatives in the vertical pastoral groups, including discussion and games groups.
- Many more students participated in co-curricular activities across a broad range of areas. Most activities are House based and this led to a noticeable increase in House identity/spirit. This was particularly noticeable on whole school activity days such as sports carnivals and St Joseph’s day.
- Achievements of the SRC in 2015 included:
  - The design of a new mural in the College to be implemented in 2016 which involves the overall concept of “Everyone matters”.

- The development of increased awareness of anxiety and mental health in the school. This culminated in a video production for the college community by the SRC around anxiety.
- Involvement in the selection and development of the covers for the year book and college planner.
- The running of the Caritas fundraising by the SRC to give students the responsibility of encouraging the involvement of all the members of their community.

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## SECTION NINE: SCHOOL IMPROVEMENT

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Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the *Diocesan Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

### Key Improvements Achieved

Some significant achievements were made in 2015 as a result of initiatives implemented to support SIP goals. These achievements are summarised as follows:

- In the area of Mission: a focus on 'The Joy of the Gospel', an increase in student attendance at Tuesday Mass, active involvement by all students in our Retreat/Reflection Day program, and an increase in the number of students involved in Youth Ministry activities
- From a Learning and Teaching perspective: the continuation of the WOW project in Year 7 Connected Learning, implementation of the Future Problem Solving competition for a selected group of Gifted and Higher Ability students in Year 8, improved use of data from NAPLAN, RAP and HSC to inform learning and teaching, continuation of the 1:1 laptop program to also include Year 9 students, and the launch of the parent portal of EDUMATE
- In the area of Pastoral Care: training of a significant number of staff in programs such as SafeTALK, and an increased number of students who involved themselves in school community days and volunteered for social justice initiatives.

### Priority Key Improvements for Next Year

As part of the goal setting for 2015-2017 the school has highlighted three main areas for improvement for the next three years. These areas are aligned to the SIP domains and goals as follows:

- Mission: *To foster the total personal and spiritual growth of each young person; to draw young people into responsible participation in the life and mission of the catholic faith community; to empower young people to live as disciples of Jesus Christ in today's world*
- Learning and Teaching: *To develop confident, literate and numerate, independent learners equipped with 21st century skills and motivated to achieve their potential*
- Pastoral Care and Student Wellbeing: *To improve student wellbeing, motivation, engagement and connection*

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## SECTION TEN: COMMUNITY SATISFACTION

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

### **Parent Satisfaction**

A number of measures were used throughout 2015 to gauge parent satisfaction. Parent surveys, discussion and feedback at parent/teacher evenings and information nights all gave parents an opportunity to provide the college with feedback on a range of college activities. The overall level of satisfaction for the way the school operates and the quality of care and education provided to the students was very high. The highest levels of satisfaction came in the following areas:

- Communication with parents through Joey's Journal, email notifications, college website, college Facebook page and formal opportunities to meet with teachers
- The range of opportunities the college provides for students to develop their strengths
- The high expectations and support the college places on students performing the best they can in all their endeavours
- The strong sense of belonging and connection that students have to this college
- The strength of relationships that are formed within the college community.

### **Student Satisfaction**

A number of student surveys were completed throughout the year to gain feedback on their satisfaction with programs and activities that were implemented throughout 2015. These included surveys on the use of the 1:1 student device in Years 7, 8 and 9, the effectiveness of the Day 8 concept in Year 12 and an exit survey of Year 12 students. These surveys indicated a very high level of satisfaction on how the School deals with a variety of issues and supports students in their learning and in their personal development. The exit survey of Year 12 students highlighted the college's strengths in:

- providing a safe and caring school environment
- building positive teacher/student relationships
- students taking pride in representing their college
- variety of extra-curricular activities available to students
- support of staff to provide rich learning opportunities for students.

### **Teacher Satisfaction**

During 2015 staff were given a variety of opportunities to provide feedback and evaluation on different programs and activities that are run within the college. Some of these opportunities

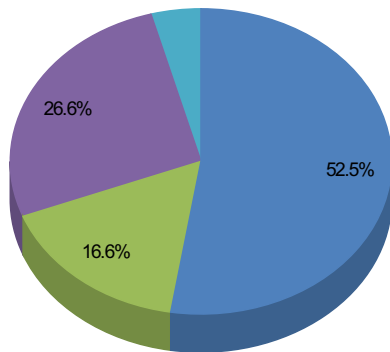
included surveys on the timing of parent/teacher evenings, professional learning opportunities and School Improvement Plan goals. Through the development of SMART goals for each faculty, the following areas were highlighted as strengths of the college:

- sense of community, feeling of belonging
- support and friendship of colleagues
- commitment, integrity, ethics and talents of other staff members
- an atmosphere that is forward looking, with exploration of new ways of doing things
- pastoral care offered to students
- extracurricular activities, especially the diversity of activities that are offered
- opportunities for worthwhile professional development and the ability to act on initiatives.

## SECTION ELEVEN: FINANCIAL STATEMENT

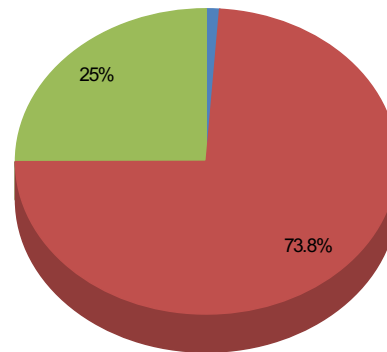
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (52.5%)
- Government Capital Grants (0%)
- State Recurrent Grants (16.6%)
- Fees and Private Income (26.6%)
- Other Capital Income (4.2%)

Expenditure



- Capital Expenditure (1.1%)
- Salaries and Related Expenses (73.8%)
- Non-Salary Expenses (25%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$7,484,805
Government Capital Grants	\$0
State Recurrent Grants	\$2,365,888
Fees and Private Income	\$3,794,682
Other Capital Income	\$602,375
<b>Total Income</b>	<b>\$14,247,751</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$144,105
Salaries and Related Expenses	\$9,451,458
Non-Salary Expenses	\$3,203,722
<b>Total Expenditure</b>	<b>\$12,799,285</b>