



# 2016 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)



---

## ABOUT THIS REPORT

---

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 be also be obtained from the [My School website](#).

---

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

---

### **Principal's Message**

The college has achieved in a variety of areas during 2016. 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 continued success of the Future Problem Solving program for selected students in Year 8, the achievements of our vocal group and our dance troupe, the amazing success of many of our sporting teams including our open basketball and soccer sides who were both crowned NSW CCC champions, 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 debating and public speaking competitions, and performing arts experiences including a college musical 'The 70's Experience'. We also had 10 girls and five staff represent our college at World Youth Day in Krakow Poland in July/August. 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 2016 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 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 2016 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 and many other initiatives to support those less fortunate than ourselves and to educate our college community on many social challenges facing our wider community. Our leadership structure in 2016 was expanded to include committee representation for the Environment, Entertainment and Wellness. These committee positions were filled by students from Year 11 with a teacher leader giving guidance and direction to the students.

---

## SECTION TWO: SCHOOL FEATURES

---

### 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 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 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.

---

## SECTION THREE: STUDENT PROFILE

---

### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2016. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
873	0	41	873

\* 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 2016 was 90.18 %. 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
92 %	90 %	90 %	88 %	91 %	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 *Procedures 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 2014, 94% completed Year 12 in 2016.

#### **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; Year 12, 2016	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	22%
% 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 2016, 93% of the cohort were eligible for an ATAR. University placements were offered in a wide range of courses with several Year 12 students gaining early course entry offers. Students have also chosen to study at TAFE, gain traineeships and obtain paid employment.

---

## SECTION FOUR: STAFFING PROFILE

---

### Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
77	28	105

\* This number includes 57 full-time teachers and 20 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.	77
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	Central Coast schools' learning summit - ICLT
Day 2	Staff Spirituality Day - personality and spirituality
Day 3	Professional learning groups

---

## SECTION FIVE: MISSION

---

As a Catholic community, the School shares in the mission of the local Church: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in faith. The School provides formal Religious Education as well as formational opportunities through which the students participate in the life of a Catholic community. Students are invited to serve others, especially the poor and those who are marginalised.

The School's Religious Education (RE) program is based on the Broken Bay K-12 Religious Education Curriculum and aims to provide students with meaningful, engaging and challenging learning experiences that explore the Catholic faith, the purpose of life and how we live it.

Formational experiences are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus and making the world a better place.

2016 saw the continuation of weekly mass in Shekinah with priests from our feeder parishes. In order to boost mass attendance, second semester saw the trial of lunch time instead of before school masses. This increased attendance dramatically as students were already physically on site and could attend more easily.

Due to some effective timetabling, the college was able to accommodate two youth ministry classes in Year 10. The students in these classes facilitated the Year 8 reflection day.

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.

---

## SECTION SIX: CURRICULUM, LEARNING AND TEACHING

---

### 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 and Technological and Applied Studies (TAS). 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 learning and teaching during 2016 was designed to:

- successfully integrate a targeted whole school literacy initiative with focus on grammar, punctuation and comprehension
- utilise a range of assessment items and effective feedback strategies to enhance student learning
- continue building a culture of high expectations for engagement, effort and achievement to improve learning outcomes
- implement and engage in cross-faculty professional learning through professional learning groups
- meet student learning needs through differentiated curriculum delivery in Years 7 – 10 via banded class groupings
- successfully broaden the implementation of the cross-curricula *Connected Learning* model into Years 7 and 8 via a guided inquiry pedagogical initiative to assist in the development of 21st century skills and to equip students for the self-directed learning required in Stages 5 and 6
- continue with semester based academic and application awards in all year groups
- effectively integrate one-to-one laptops and e-textbooks in Years 7 – 10
- increase capacity in using technology to enhance learning and teaching by integrating Google Classroom into Year 10 classes
- respond to data analysis (RAP, NAPLAN, DeCourcy, PAT-M, PAT-R and AGAT) and to monitor student performance and growth
- successfully prepare for and participate in the diocesan curriculum focus days in the TAS, HSIE and Science KLAs.

Throughout 2016 the college maintained a focus on the following initiatives:

- exploring inquiry-based teaching to enhance STEM experiences in Year 7 Science in order to make them more purposeful and meaningful; develop elements of powerful learning experiences to nurture critical and creative thinking
- developing innovative pedagogy and curriculum design targeted at strengthening student participation and achievement in STEM via planning and programming for the introduction of the iSTEM syllabus in Stage 5
- establishing the role of eLearning coordinator to lead the use of digital technologies to

enhance student learning and to support the integration of ICLT-supported pedagogy across the college

- developing a whole school faculty-based literacy committee to identify and support targeted interventions
- supporting gifted and high ability learners in Year 8 with the Future Problem Solving program
- embedding explicit careers education for all Year 10 students via a dedicated program and timetabled classes
- programming and developing resources in preparation for implementation of the Australian curriculum in Geography for Years 7 and 9 in 2017
- implementing structural innovations in timetable planning to reduce disruptions across all year groups
- targeting whole staff professional learning in using RAP data to analyse HSC results.

---

## SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

---

### 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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	34.57 %	27.60 %	14.20 %	19.80 %
	Reading	26.54 %	26.20 %	9.26 %	17.20 %
	Writing	26.54 %	15.50 %	14.20 %	26.90 %
	Spelling	36.42 %	28.20 %	12.96 %	17.50 %
	Numeracy	25.16 %	30.30 %	8.18 %	15.10 %

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	16.38 %	16.20 %	15.52 %	27.10 %
	Reading	24.56 %	20.60 %	13.16 %	21.40 %
	Writing	11.11 %	12.30 %	23.08 %	37.70 %
	Spelling	18.97 %	21.80 %	12.93 %	22.80 %
	Numeracy	20.51 %	22.50 %	7.69 %	17.50 %

### NAPLAN Comments

Year 7

- The 2016 Year 7 cohort achieved a higher percentage of students in the top two bands in writing, spelling and grammar and punctuation than the state cohort. A particular area of success to note is Writing where the school achieved 56.8% of students in the top three bands compared to 41.9% state wide. In Reading, the mean of the Year 7 cohort was above both the state and the Catholic sector of NSW. Numeracy results indicate that this is an area for improvement.
- The percentage of Year 7 students in all strands of literacy and numeracy in the bottom two bands is below the state level. In the writing, reading and grammar & punctuation strands in particular, strong classroom practices have ensured that very few students achieve at or below the national minimum standard.

#### **Year 9**

- The 2016 Year 9 cohort achieved a comparable percentage of students in the top two bands compared to the state cohort in reading.
- The percentage of Year 9 students in the bottom two bands in all strands of literacy and numeracy is significantly lower than the state.
- Learning gain was higher than the state in all test elements with the exception of grammar & punctuation, which was comparable with state growth.
- The *My School* website shows that in Numeracy, the learning gain of St Joseph's students from Year 7-9 was higher than the growth of students across the country who had the same Year 7 starting score.

Targeted professional learning activities and a whole school focus on grammar & punctuation have strengthened Year 9 achievement in this assessment domain. Identification of areas for improvement through the examination of individual student performance and that of class groupings have been a feature of the college's 2016 NAPLAN analysis. Teaching and learning strategies have been implemented with the aim of significantly increasing expected learning gain in Year 9 NAPLAN literacy and numeracy results in 2017. These strategies include increasing teacher proficiency in preparing and delivering a differentiated curriculum, improving teacher feedback, and maintaining high expectations in meeting the learning needs of individual students to improve learning outcomes.

The college will continue to engage a specialist literacy coordinator and support the KLA based literacy committee to develop and implement ongoing literacy improvement strategies and targeted interventions across the college.

#### **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 2016, the number of students issued with a RoSA was 11.

#### **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.

All 144 Year 12 students received the HSC credential. 68 band 6 results, or a mark of 90% or more in a subject, were achieved across all KLAs. There was one top achiever in PDHPE and one all-round achiever. 133 students were eligible for an ATAR; the highest was 99.4 and 15% of our students gained ATARs above 90. Of 34 courses studied, 74% were above state mean, showing continued growth on the previous three years' HSC results. Explicit data analysis and targeted teaching and learning strategies to improve performance and maximise HSC results remain an ongoing priority in all KLAs.

<b>Higher School Certificate</b>	<i>Percentage of students in top 2 bands (Bands 5 and 6)</i>					
	2014		2015		2016	
	School	State	School	State	School	State
English (Standard)	18 %	8 %	3 %	8 %	29 %	13 %
English (Advanced)	43 %	59 %	70 %	58 %	58 %	62 %
Ancient History	24 %	33 %	36 %	33 %	37 %	31 %
Biology	7 %	28 %	18 %	28 %	21 %	35 %
Drama	21 %	42 %	19 %	42 %	56 %	43 %
Food Technology	50 %	29 %	43 %	29 %	43 %	30 %
Mathematics	22 %	54 %	24 %	52 %	53 %	53 %
Personal Development, Health and Physical Education (PDPHE)	40 %	31 %	48 %	31 %	42 %	35 %
Studies of Religion I	54 %	49 %	67 %	51 %	51 %	50 %

---

## **SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING**

---

### **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.

### **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**

In 2016 we introduced a program whereby each pastoral teacher phones the parents of each student in their class. This was designed to enhance communication and connection between parents and the school. The rationale behind it was based on the idea of education being a partnership. It did unearth some issues with students that allowed us to better address their needs.

The pastoral program was further refined to address specific needs of the students. Greater emphasis was placed on vertical activities to enhance the role of the older students in leading and supporting younger students. In addition the pastoral program has addressed issues relating to a wide range of topics including body image, cannabis use, cyber safety, positive relationships, safe partying, women's health issues, stress management, peer pressure, anxiety and negative thinking habits.

We also used a variety of outside providers to further enhance the program including *RedFrogs*, the local police liaison officer, university presentations, *Elevate Education*, *Brainstorm*, a local doctor, driving instructors and union representatives.

One part of the program we have continued to enhance in 2016 is the challenge of social justice issues to give the girls a sense of purpose, connection and commitment. These included Mary Macs at Woy Woy, Sit and Chats at Woy Woy parish, fundraising for and packing 800 birthing kits for *Birthing Kits Australia* and Zonta and Fairtrade activities.

We have continued to encourage staff to train in Safe talk, and ASSIST training around suicide prevention. This year a number of staff completed the ASSIST training program to give them the highest qualification through Lifeline. This was funded by North Gosford Rotary. We have also been able to continue our association with North Gosford Rotary with a group of our students joining RYPEN program which is designed to enhance student leadership.

Immersion programs for students were continued and enhanced to allow our girls to experience a different culture and to gain an insight into the inequalities that exist in the world. This year we travelled to Warmun in the East Kimberley to help others and immerse students in this indigenous culture. This is seen as a significant pastoral initiative as it allows our girls to return to their homes with new insights and a hope that they will be a voice of marginalised groups.

---

## SECTION NINE: SCHOOL IMPROVEMENT

---

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 2016 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 Year of Mercy', the celebration of the sesquicentenary of the Sisters of St Joseph, weekly mass being celebrated during Thursday lunchtimes, 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 (Wonders of the World) project in Year 7 Connected Learning, the continued success 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 10 students, and the improved use of the parent portal of EDUMATE.
- In the area of Pastoral Care: an update of our Pastoral program for Years 7 - 12 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*

---

## **SECTION TEN: COMMUNITY SATISFACTION**

---

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 2016 to gauge parent satisfaction including a satisfaction survey, discussion and feedback at parent/teacher evenings, and information nights that all gave parents an opportunity to provide the college with feedback on a range of college activities. The overall level of satisfaction of parents for the way the school operates and the quality of care and education provided to the students was very high with a figure of 91% (based on expectations being met or exceeded). The highest levels of satisfaction came in the following areas:

- A Catholic education - 99%
- College values - 96%
- Reputation and tradition - 96%
- Social and cultural diversity - 96%
- College's leadership direction - 93%
- Balanced, challenging education - 93%
- Nurtures confident, resilient and independent young women - 92%
- Academic standards - 91%
- Focus on student wellbeing - 91%

### **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 2016. These included a satisfaction survey for all students, a review of 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 with how the School deals with a variety of issues and supports students in their learning and in their personal development. The satisfaction survey highlighted the college's strengths in:

- Sport
- Learning and teaching
- Student pastoral care
- Affinity with the college
- Catholic practices, philosophy and faith
- Co-curricular activities

### **Teacher Satisfaction**

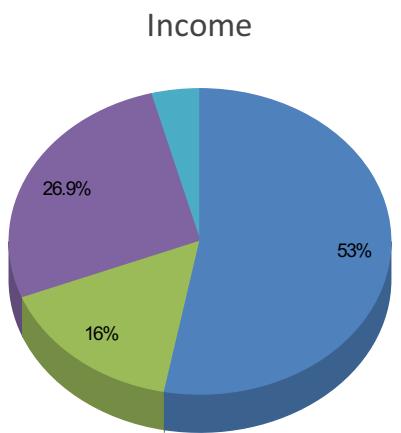
During 2016 staff were given a variety of opportunities to provide feedback and evaluation on  
Annual School Report to the Community 2016

different programs and activities that are run within the college. Some of these opportunities included a satisfaction survey, reviews of professional learning opportunities and discussions related to School Improvement Plan goals. The satisfaction survey results from staff feedback highlighted the following areas as being particularly strong from a staff perspective:

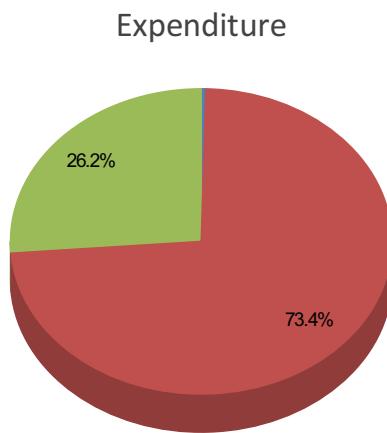
- Learning and teaching
- Student pastoral care
- Achieving college mission
- Affinity with the college
- Community engagement
- Staff morale and attitude
- Communications
- Goal congruence
- Management and leadership

## 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](#).



- Commonwealth Recurrent Grants (53%)
- Government Capital Grants (0%)
- State Recurrent Grants (16%)
- Fees and Private Income (26.9%)
- Other Capital Income (4.2%)



- Capital Expenditure (0.4%)
- Salaries and Related Expenses (73.4%)
- Non-Salary Expenses (26.2%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$8,163,394
Government Capital Grants	\$0
State Recurrent Grants	\$2,467,433
Fees and Private Income	\$4,141,271
Other Capital Income	\$639,952
Total Income	\$15,473,564

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$55,068
Salaries and Related Expenses	\$10,532,914
Non-Salary Expenses	\$3,764,260
Total Expenditure	\$14,352,242