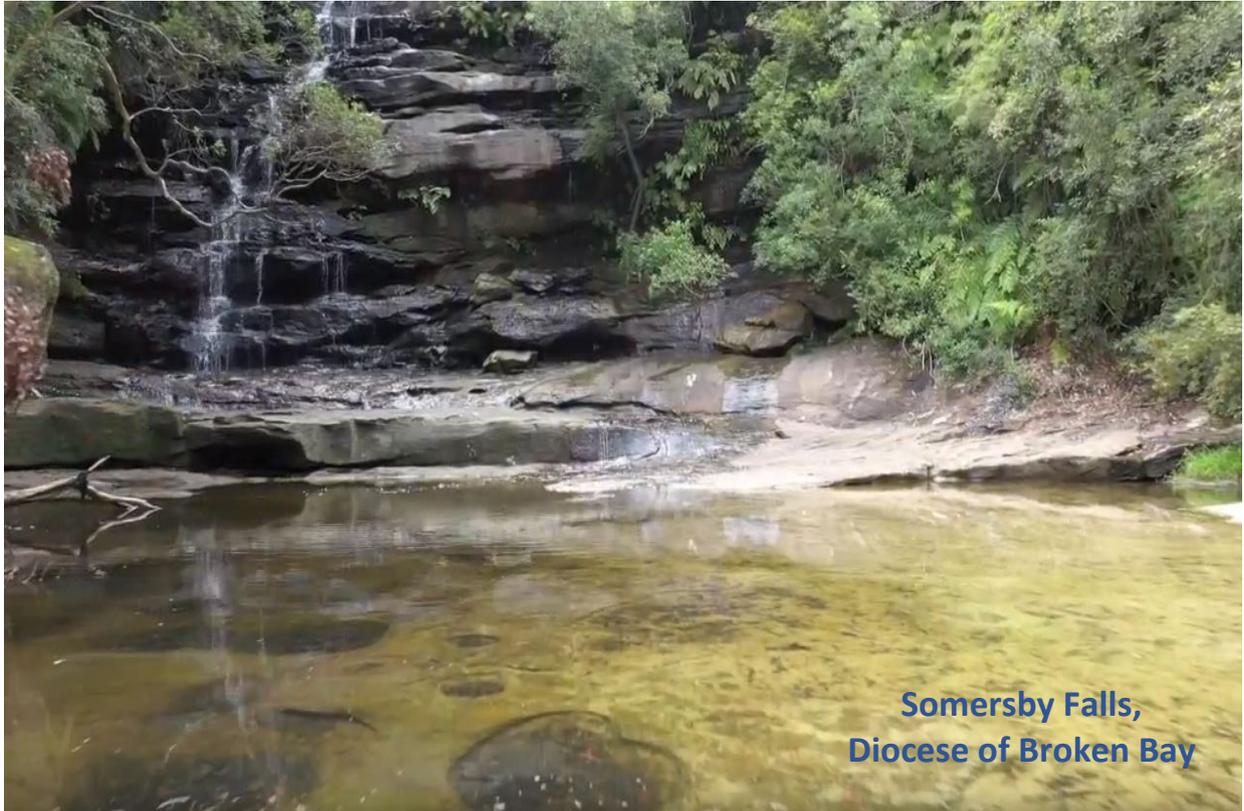


# 2018 Annual School Report



## St Joseph's Catholic College, East Gosford

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## ABOUT THIS REPORT

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St Joseph's Catholic College (the 'School') is registered by the NSW Education Standards Authority (NESA) 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](#).

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

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### Principal's Message

The college has again achieved in a variety of areas during 2018. The collective efforts, expertise and commitment of our staff and students has resulted in many wonderful achievements inside and outside the classroom. The success of our Year 12 cohort in the Higher School Certificate (HSC), 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, 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, Social Justice activities and immersion opportunities. Our new immersion experience to Timor Leste was certainly a highlight for our participating students and will hopefully become a valued and rewarding connection with this community. 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 were provided throughout 2018 for parents to be actively involved in their daughter's education including parent/teacher evenings, information nights, study skills presentations and a *iLearn 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 student body is led by the College Captain, Vice-Captains and the Student House Leaders. The Year 12 student leadership group consists of 15 students, the three College Captains/Vice-Captains and 2 Leaders from each of the six College Houses. These leaders are supported by assistant House Leaders from Year 11. The younger students act in support of the older students and, in this manner, succession planning is achieved. The Student Representative Council (SRC) also play an important role in representing all students. Representatives from Years 7 to 12 and the College Captains all contribute to the SRC who provide a voice for the wider student body. The SRC is an effective means for this communication. The student leadership group is also a group where action occurs. In 2018 the SRC were responsible for many fundraising and community service initiatives and gave wonderful witness to our School values. They also initiated a process of investigating the addition of long pants into the college winter uniform range.

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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, a Primary school, called Our Lady of the Rosary School in the church located in Donnison Street Gosford in 1910. After a number of locations 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 College 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 College 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 College 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 Coast Shelter, 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 2018. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
829	0	28	829

\* 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 2018 was 88.79 %. 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
90 %	90 %	88 %	87 %	89 %	89 %

## **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 2016, 83.5% completed Year 12 in 2018.

### 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, 2018	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	23.8%
% 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.

In 2018, 86% of the cohort was eligible for an ATAR from University Admissions Centre. University placements were offered in a wide variety of courses with more than 20 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

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESAs. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this 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 30 teachers; Provisional 60 teachers; Proficient 1,303 teachers. Additionally, there are approximately 25 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 School.

The following information describes the staffing profile for 2018:

Teaching staff breakdown at this School	Number
<b>Total number of staff</b>	98
Number of full time teaching staff	47
Number of part time teaching staff	28
Number of non-teaching staff	23

### 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.

<b>Day 1</b>	Social and Emotional Learning
<b>Day 2</b>	Spirituality Day - Deeper Understanding of Scripture
<b>Day 3</b>	Professional Learning Groups - Building Independence and Resilience

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## SECTION FIVE: MISSION

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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 the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which 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 explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities 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.

2018 saw the continuation of weekly Mass in Shekinah with priests from the feeder parishes. On many occasions the students were joined by representatives from St Edward's Christian Brothers' College.

The school improvement plan for Mission 2018-2020 is to *strengthen students' relationship with Jesus and their Catholic identity within the Josephite tradition*. As such, Year 7 had an inaugural Welcome to St Joseph's Mission Morning which culminated in celebration of the Eucharist with Father Paul Finucane.

St Joseph's Catholic College was asked to pilot the new Religious Education (RE) syllabus in Stage 6 titled Studies in Catholic Thought. This course seeks to develop students' knowledge and understanding of the Catholic faith and of Christianity. It explores the theology, scripture and philosophy that underpin the understanding of the human person within the Catholic tradition and the Christian life of virtue that follows. Students reacted favourably to this course.

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, and
- 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 NSW Education Standards Authority (NESA) syllabuses for secondary education. The Key Learning Areas (KLAs) of 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 teaching and learning taken by teachers at St Joseph's during 2018 was to:

- focus on the implementation of strategies to improve learning outcomes across all subject areas, 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
- continue to support 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 LOTE, Visual Arts, Chemistry and Physics
- implement and develop resources for new syllabuses in all English courses, Mathematics, Biology, Chemistry and Physics in Year 11
- 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 7–12
- support students using the BYOD program for laptops
- increase capacity in using technology to enhance learning and teaching across faculties, particularly through integrating Google Classroom
- utilise a range of data, including Year 7-10 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 NESA Results Analysis Package (RAP) to analyse HSC results.

In 2018 the college focus included the following initiatives:

- continued development of iLearn, using a guided inquiry approach to pedagogy for Year 7; 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; develop Professional Learning Groups focusing on assessment for learning.
- commitment to the development of innovative pedagogy and curriculum design targeted at strengthening student participation and achievement in Science, Technology, Engineering and Mathematics (STEM); introduction of STEM as a separate elective course for Years 9 and 10.

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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 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	29.30 %	26.90 %	8.28 %	16.30 %
	Writing	22.22 %	13.50 %	19.14 %	32.00 %
	Spelling	35.80 %	30.30 %	14.81 %	16.70 %
	Grammar	26.54 %	29.10 %	14.81 %	17.50 %
	Numeracy	23.42 %	28.90 %	10.13 %	14.50 %

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	25.34 %	20.90 %	17.12 %	18.50 %
	Writing	12.75 %	11.70 %	32.21 %	41.20 %
	Spelling	26.17 %	23.70 %	12.08 %	21.50 %
	Grammar	26.85 %	20.20 %	18.12 %	20.60 %
	Numeracy	20.55 %	25.80 %	6.85 %	14.80 %

### 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 2018, the number of students issued with a RoSA was 3.

### 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.

Strong performance in 4 language courses studied through NSW School of Languages – Japanese Continuers, Extension Japanese, French Continuers, French Beginners.

One student was placed on the NSW HSC All Rounder list for Band 6s across English Advanced, Geography, PDPHE, Japanese Continuers, Extension Japanese, Studies of Religion 1 and Mathematics General 2.

Our college received 47 Band 6s which equates to 8% of all bands received. 80% of all bands received were in Bands 4, 5, or 6.

Higher School Certificate	Percentage of students in top 2 bands (Bands 5 and 6)					
	2016		2017		2018	
	School	State	School	State	School	State
English (Standard)	29 %	13 %	19 %	16 %	16 %	15 %
English (Advanced)	58 %	62 %	63 %	64 %	80 %	63 %
HSC English Extension 1	100 %	95 %	100 %	94 %	100 %	96 %
Personal Development, Health and Physical Education (PDPHE)	42 %	35 %	42 %	31 %	51 %	33 %
Studies of Religion II	33 %	48 %	16 %	47 %	62 %	41 %

### **Pastoral Care Policy**

The School's pastoral care and student wellbeing policies guidelines 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 (2013) (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 create safe and supportive environments that foster positive relationships which enhance wellbeing and learning for all students. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2018.

### **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. There were no changes made to this policy in 2018. Note: the policy on the CSO website is the updated policy for implementation in 2018.

### **Anti-Bullying Policy**

The School's Anti-Bullying guidelines and procedures are 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. Changes were made to this policy in 2018 to reflect evidence based practice and to clearly articulate roles and responsibilities of members of the school community.

## Complaints Handling 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. There were no changes made to this policy in 2018.

## Initiatives Promoting Respect and Responsibility

Wellbeing in the College is based on the understanding that the girls in our care achieve at their best when they feel connected and have positive relationships with our staff. We aim at developing resilient lifelong learners. This is reinforced in the wellbeing SIP goal, “To enhance the wellbeing being of students in a framework of academic care”. In 2018 we have strengthened the achievement of this goal through a range of initiatives that come under the role of Student wellbeing.

- We have a fully integrated leadership program that provides students in every year group a chance to develop these important skills. This includes SRC reps, Peer Tutors, House Leaders and College Captains.
- Our SRC run a range of initiatives relating to wellbeing for example fundraising for Caritas.
- A staged pastoral program that addresses the issues facing young people today. This also has elements that allow the vertical integration of the program to further strengthen connection in the college.
- Lunch time games room in conjunction with learning support for girls needing extra support.
- A continuation of whole staff development. This year we focused on the effects of trauma on the developing brain. We also considered and received support around how this plays out in the classroom.
- Parent groups were run on teenage development for Year 7 parents as well as a more in depth program for parents in the college who are experiencing ongoing issues with their daughters. These are run by our College Councillor with the help of *CatholicCare*.
- A range of social justice initiatives to give girls a strong sense of purpose for example Sit and Chats, Mary Macs, Vinnie’s Breakfasts, Caritas, Birthing Kits as well as funding by Year 8 for a school in New Guinea.
- A strong connection with homeroom teachers that give girls an ongoing sense of connection.
- Homeroom teachers calling parents to build connection and identify areas of specific need for the girls in their immediate care.
- A very experienced team of Year leaders as well as a College Councillor and Leader of Wellbeing who work with the girls and support them in their time at the college.

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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. Building on *Leading Learning* in the Learning and Teaching domain, the Diocesan *Learning Principles* guide improvement strategies toward high quality contemporary learning.

### Key Improvements Achieved

Some significant achievements were made in 2018 as a result of initiatives implemented to support our SIP goals. These achievements are summarised as follows:

- In the area of Mission: a continued focus on increasing student participation in community social justice and outreach initiatives, weekly mass, active involvement by all students in our retreat/reflection day program, and the further development of youth ministry activities for the Year 10 Youth Ministry class. The introduction of a new immersion opportunity for Year 11 students in Timor Leste has been very successful.
- From a Learning and Teaching perspective: a focus on building independence and resilience in students has been a focus in 2018 in and out of the classroom. This has been coupled with the continuation of the MAD (Making a Difference) project in Year 7 iLearn and the continued success of the *Future Problem Solving* competition for a selected group of gifted and higher ability students in Year 8.
- In the area of Pastoral Care: a refinement of our pastoral program for Years 7 - 12, a focus on Social and Emotional Learning for students and the introduction of the PAUSE initiative to support safe social media usage.

### Priority Key Improvements for Next Year

As part of the goal setting for 2018-2020 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 strengthen student's relationship with Jesus and their Catholic identity within the Josephite tradition.*
- Learning and Teaching: *To develop students as independent, resilient lifelong learners who think creatively and critically*
- Pastoral Care and Student Wellbeing: *To enhance the wellbeing of students in a framework of academic care*

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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 2018 to gauge parent satisfaction. 'Tell Them From Me' parent surveys, discussion and feedback at parent/teacher evenings and information nights and parent focus groups 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 through a balanced and challenging education
- The high level of academic standards that the College sets
- 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 2018. These included surveys on student wellbeing, a 'Tell Them From Me' survey and an exit survey of Year 12 students. These surveys indicated a very high level of satisfaction on how the College deals with a variety of issues and supports students in their learning and in their personal development. The 'Tell Them From Me' survey of students highlighted the College's strengths in:

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

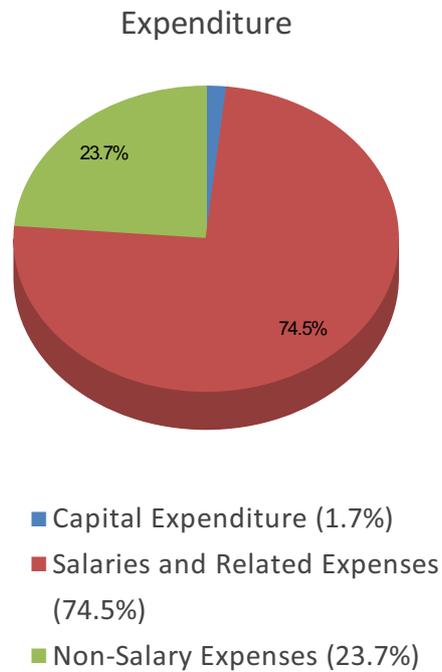
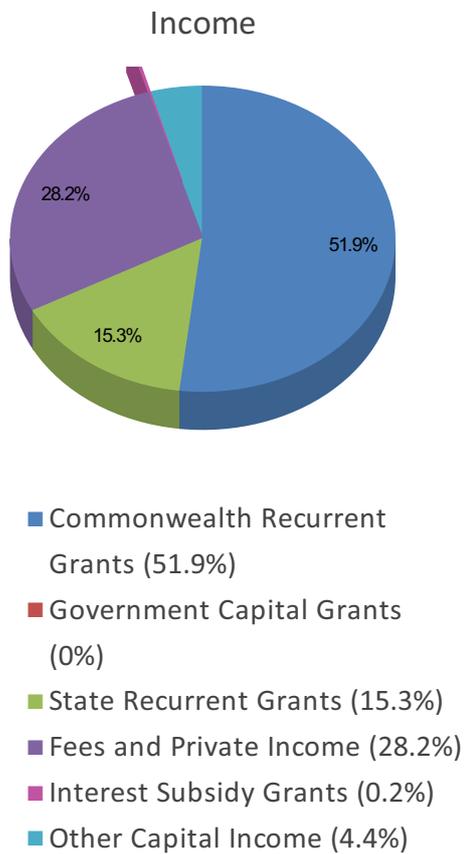
## **Teacher Satisfaction**

During 2018 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 professional learning opportunities, the 'Tell Them From Me' staff survey and 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
- pastoral care offered to students
- extracurricular activities, especially the diversity of activities that are offered, and
- the change to the structure of professional learning with the introduction of Professional Learning Groups.

## SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the NESAs 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](#).



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$7,679,492
Government Capital Grants	\$0
State Recurrent Grants	\$2,265,775
Fees and Private Income	\$4,181,231
Interest Subsidy Grants	\$30,965
Other Capital Income	\$646,570
<b>Total Income</b>	<b>\$14,804,033</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$244,800
Salaries and Related Expenses	\$10,635,601
Non-Salary Expenses	\$3,387,345
<b>Total Expenditure</b>	<b>\$14,267,746</b>