



2019

ANNUAL SCHOOL REPORT



St Joseph's Catholic College

Russell Drysdale Street, EAST GOSFORD 2250

Principal: Mr Anthony McCudden

Web: www.sjccdbb.catholic.edu.au

About this report

St Joseph's Catholic College (the 'College') 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') demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the College 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 College 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 College'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 College directly or by visiting the College's website. Information can be also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

The 2019 school year has seen the college achieve in a variety of areas. The strength of our college comes from the collective efforts, expertise and commitment of our staff and students, resulting in many wonderful achievements inside and outside the classroom. The day-to-day success of our students in their academic endeavours, the continued success of the Future Problem Solving program for selected students in Year 8, the amazing success of many of our sporting groups, the achievements of our students in creative and performing art activities, 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. Of special note in 2019 were the opportunities for students to be involved in activities that supported their faith with a number of students attending World Youth Day in Panama in January and another group of students travelling to the Australian Catholic Youth Festival in Perth in December. 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. The introduction of our 'Pilgrimage Walk' on the Feast of St Mary of the Cross MacKillop added greatly to the lived experience of mission in our school.

Parent Body Message

Opportunities for parents and carers to be actively involved in their daughter's education were provided throughout 2019. These opportunities included, but were not limited to, parent/teacher evenings, information nights, study skills presentations and an iLearn Expo. Parents also supported a number of school activities with their presence at community 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 boys school, St. Edward's College. Open lines of communication and opportunities to meet and discuss their daughter's academic progress, 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 2019 the SRC were responsible for many fundraising and community service initiatives and gave wonderful witness to our School values. They also initiated the addition of long pants into the college winter uniform range.

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.

Student Profile

Student Enrolment

Students attending the College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
821	0	28	821

* Language Background Other than English

Enrolment Policy

The College 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 College in 2019 was 85.56%. 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
91.42	88.19	89.43	87.70	83.22	73.39

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 College, 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 College's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

College 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 College in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. The CSO monitors each College's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The College'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 2017, 90.5% completed Year 12 in 2019.

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 2019	
% of students undertaking vocational training or training in a trade during the senior years of schooling	13.65 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100 %

Post School Destinations

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

In 2019, 90% 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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	99
Number of full time teaching staff	56
Number of part time teaching staff	21
Number of non-teaching staff	22

Total number of teaching staff by NESA category

All teachers employed by the College are qualified to teach in NSW. Additionally, all teachers at this College who are responsible for delivering the curriculum are accredited with NESA. 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 College 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:

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

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 College.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by the CSO. The College takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL 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.

Summary of professional learning at this school

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 Catholic Schools Office. 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 Supporting Student Learning through Effective Modelling

Day 2 Spirituality Day on 'Mission – A Heart to Serve'

Day 3 Actioning Data to Grow Student Learning

Catholic Identity and Mission

As a Catholic community, the College 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 College seeks to educate and form young people in the Catholic faith. The College 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 College'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.

Students regularly celebrate lunchtime Mass and whole school Masses and Liturgies. Students in every year group participate in a Reflection Day or a Retreat. Students in Year 10 have the opportunity to study an optional unit of work that equips them with ministry skills which they use to facilitate the Year 8 Reflection Day.

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 a new initiative was implemented in the senior school. In Studies in Catholic Thought students explore the Catholic faith from within the religious tradition, through immersion in Sacred Scripture, theology, philosophy, history, and texts and artwork of the Catholic Tradition. This engagement provides the way to a deeper understanding of the Catholic faith, its beliefs and teachings and its way of being human in the world. This integrated approach helps the students to develop a holistic understanding of Catholic faith and life.

- The mission of the school community is to empower young women 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 stewardship of our earth
- Value education as the foundation for achieving change in the world, and
- Lead with compassion, serve with respect, pay with hope and act justly.

Curriculum, Learning and Teaching

Secondary Curriculum

The College 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 College implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the 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 and Performing Arts (CAPA), 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 2019 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
- continue to support students in Year 9 and 10 who volunteer outside of class time to participate in the Future Problem Solving competition
- successfully prepare for and participate in the diocesan school review curriculum focus days in the English, Mathematics, Drama and Dance,
- continue to implement and develop resources for 2nd year of the new syllabuses in all English courses, Mathematics, Biology, Chemistry and Physics in Year 12 and introduce Extension Science as a new course
- 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
- introduction of the new subjects of Extension Science and Investigating Science
- 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 and One Note
- utilise a range of data, including Year 7-9 Progressive Achievement Test (PAT) scores in Mathematics and Reading, 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
- participation in the inaugural Year 7 Best Start testing to identify students who are not achieving at the expected Stage 3 and Stage 4 learning outcomes.

In 2019 the college focus included the following initiatives:

- the development of the school management team through full participation of all school leaders (including the Executive team, Leaders of Learning and Leader of Year) in the Growing Great Leaders programs
- 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
- supporting students who are identified as having learning support needs by initiating Parent and Learning Support teacher interviews to gain a full understanding students learning specific requirements
- 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
- coordinate a combined school subject delivery collaboration with St Edward's College to expand the subjects each college can offer to the students of the alternative college. These subjects are being offered for the first time in 2020- Society and Culture, Business Services, Industrial Technology Multimedia and French Continuers

- investigation into expanding Stage 5 elective range and the development of programs of new subjects being offered in 2020/21 - Marine Studies, Child Studies and International Studies

Student Performance in Tests and Examinations

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 College'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 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	37%	31%	9%	19%
	Reading	35%	31%	9%	16%
	Writing	26%	17%	15%	27%
	Spelling	32%	35%	13%	15%
	Numeracy	29%	37%	11%	15%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	20%	19%	19%	23%
	Reading	20%	23%	13%	19%
	Writing	17%	13%	25%	37%
	Spelling	25%	24%	18%	18%
	Numeracy	17%	27%	13%	16%

Higher School Certificate (HSC) Diocese

The results of the College's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

NB: A number of new syllabuses were implemented in recent years which means there was a change in either subject name and/or course number. For this reason, results from previous years may appear as 0%. Some courses no longer run and therefore will show as 0%.

The results of the Higher School Certificate (HSC) candidature are reported for particular subjects.

Strong performance was seen in Ancient History, Legal Studies, Music 1 and Visual Arts.

Our college received 17 Band 6 which equates to 3.3% of all bands received. 62.8% of all bands received were in Bands 4, 5, or 6.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2017		2018		2019	
	School	State	School	State	School	State
English (Advanced)	63 %	64 %	80 %	63 %	49 %	62 %
English (Standard)	19 %	16 %	16 %	15 %	10 %	12 %
Music 1	89 %	66 %	0 %	65 %	100 %	66 %
Visual Arts	78 %	55 %	76 %	53 %	67 %	63 %

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 2019, the number of students issued with a RoSA was 10.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College'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. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while 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 2019.

Anti-Bullying Policy

The College'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. There were no changes made to this policy in 2019.

Complaints Handling Policy

The College 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 2019.

Initiatives promoting respect and responsibility

In 2019 we have continued to modify the pastoral program to greater meet the needs of the students. This has included the continued development of key areas around, character strengths, growth mindset and overall wellbeing. The development of the program comes from feedback form both staff and students in relation to strengths and weaknesses of the 2018 program. In addition we continued to focus on the major themes of mental health and resilience.

One area we tried to enhance during 2019 was giving the students the opportunity to be of service to others. The growth of initiatives like Mary Macs with Year 11, Sit and Chats with Year 8, Birthing Kits with Year 9, fundraising for local community with Year 8 and Fair-trade with Year 7 has been significant. These initiatives give the girls a strong sense of purpose and connection. This is a protective factor that help keep the girls safe and build resilience.

We continue to strengthen our association with the local police through the police liaison officer. This gives us support with specific issues and an ongoing program designed to address the most relevant material for each year group through visits from the liaison officer.

In 2019 we continued to introduce BATYR throughout the school. This is a group who look at the area of mental health and provide a platform for the girls to talk about issues in an open supportive manner. The program uses the experience of trained presenters to help to normalise conversations about mental health and to give hope and provide strategies to work through issues. We now have the program in every year from Year 9 to 12. The sequential approach they take to the development of skills around mental wellbeing and being able to seek help is evident and is further providing a skill platform for the girls to operate from.

Specifically with Year 12 we added an additional program at the end of their time with us designed to future proof them.

Working with Lifeline and the local Rotary club of North Gosford we have been able to offer a course called "safeTALK" to 30 girls in Year 12. This is a suicide identification program that gives the girls the skills to look for invitation from others relating to suicide. We see this as both beneficial to our school community as well as giving them a skill to take into the wider community. We are the first school on the central coast to offer this to students. This has come about after a long association with the above mentioned providers in the training of staff in this course.

2019 has seen us continue to give girls opportunities to lead. We have strengthened the role of our senior leaders giving them greater responsibility and a stronger voice in determining the policies and procedures that affect them. This has been enabled through the strengthening of the SRC as well as giving the captains a strong platform and support to develop their own initiatives at a student level.

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 College's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. College 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 2019 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. A strengthening of student commitment to our weekly mass and active involvement by all students in our retreat/ reflection day program have been part of our 2019 focus. The continuation of our immersion program for Year 11 students has also been very successful.
- From a Learning and Teaching perspective: a focus on building independence and resilience in students has again been a focus in 2019. All of our Middle Leaders undertook a 'Growing Great Leaders' course run by Auckland University to develop skills and capabilities in leading change in our school setting. 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: an expansion of our pastoral program for Years 7 – 12 to include cross-year group activities, a focus on building student leadership in supporting positive mental health initiatives within the college and the use of BATYR to support students to develop personal strategies to deal with anxiety and stress.

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 2020. 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

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 College from parents, students and teachers.

Parent satisfaction

A number of measures were used throughout 2019 to gauge parent satisfaction. Regular forms of feedback included parent surveys, discussion and feedback at parent/teacher evenings and information nights and focus groups which 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 continues to remain high. The highest levels of satisfaction came in the following areas:

- Communication with parents through Joey's Journal, email notifications via Compass, 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 held throughout 2019. These included surveys on student wellbeing, feedback from the college SRC, student focus groups 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 feedback from these surveys and focus groups highlighted the college's strengths in:

- forming positive teacher/student relationships
- the range and variety of extra-curricular activities available to students
- the care taken to look after student needs
- the support and focus the college gives on learning and teaching.

Teacher satisfaction

During 2019 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 structuring of classes throughout the college and the introduction of our new student management system, Compass. 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
- pastoral care offered to students
- extracurricular activities, especially the diversity of activities that are offered
- the support shown for Professional Learning by key personnel within the college through a 'train the trainer' approach.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the College in 2019 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 2019	
Commonwealth Recurrent Grants ¹	\$7820202
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2254776
Fees and Private Income ⁴	\$4012418
Interest Subsidy Grants	\$18994
Other Capital Income ⁵	\$568371
Total Income	\$14674761

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$115230
Salaries and Related Expenses ⁷	\$11120801
Non-Salary Expenses ⁸	\$3174585
Total Expenditure	\$14410616

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2019 REPORT