



2020

ANNUAL SCHOOL REPORT



St Joseph's Catholic College

Russell Drysdale Street, EAST GOSFORD 2250

Principal: Mr Anthony McCudden

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About this report

St Joseph's Catholic College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB 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 CSBB. 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 also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

The 2020 school year has been like no other, with the COVID-19 Pandemic forcing many changes to how school has operated for this year. We have transitioned from normal face-to-face learning, to Home-Based Learning, back to a staggered return to school, through to a full return to face-to-face learning but with ongoing restrictions in place. Our Home-Based Learning program was extremely successful and meant that students were able to continue their learning and add value to their education through ongoing connections with their teachers and classmates via Zoom. We were extremely pleased with the commitment to learning and the resilience that our staff and students showed during these troubled times. The impacts of COVID-19 were well managed and further highlighted the strengths of our college as a supportive and cohesive community. The collective efforts, expertise and commitment of our staff and students certainly resulted in many wonderful achievements during 2020. One definite impact of COVID-19 was that many of the normal school activities in and out of the classroom were not able to run in 2020. School camps, our College Athletics carnival, many sporting and cultural events, school excursions and incursions, performance activities and connections with parents onsite were all cancelled in 2020. Despite this we were able to adapt and develop new ways of connecting together as a school community. The resilience and adaptability of our school community will stand out as one of the distinguishing features of a very tough year.

Parent Body Message

Opportunities for parents and carers to be actively involved in their daughter's education looked very different in 2020. Due to COVID-19 restrictions we were unable to host parent/teacher evenings, hold parent information nights at the college, run study skill seminars or other activities such as a Gateway Expo or Presentation evening. Our connections with parents were often done through the electronic platform of Zoom. Parents and staff adapted to this very quickly and were able to keep communication lines open and clear to support the education and wellbeing of our students. Zoom was used to interview all of our incoming Year 7 students to discuss High School and to learn more about them as students. It was also used for individual meetings with parents, for information evenings such as the Year 11 Subject Selection night, the Year 7 2021 Parent Information evening and the Year 9 Duke of Edinburgh program. Regular communication was also sent out before, during and after Home-Based Learning to keep parents and carers informed of updates and the process the college was taking during this time. Regular school reports were sent out throughout the year. Further information about progress was also available to parents through a parent portal of our student management system. Individual phone or email contact with every family in the school was made through Home-Based Learning to ensure that students and families were coping with the demands of this system and to offer or

support if needed. A Diocesan survey of parents, conducted throughout the year, indicated a strong level of satisfaction in the way the school operates, and the way the school managed the uncertain times of 2020.

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 2020 the student leadership group shone throughout the year, particularly through Home-Based Learning, where their initiative of creating a well-being padlet to connect students together when they weren't physically at school was exceptional. They updated this padlet with inspirational quotes, exercise routines, recipes, jokes, funny stories and tips for positive mental health. Despite being limited in the range of activities that we were able to be involved in throughout the year the college leaders and SRC maintained an exceptional focus on improving the school community and looking out for people less fortunate than us.

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 2020. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
831	0	25	831

* 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 [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the College in 2020 was 88.86%. 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
91.92	90.09	89.22	89.55	88.35	84.01

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 a sense of wellbeing and belonging in students
- 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, CSBB 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. CSBB 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 2018, 89% completed Year 12 in 2020.

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 2020	
% of students undertaking vocational training or training in a trade during the senior years of schooling	14.2 %
% 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 2020, 92.25% of the cohort were eligible for an ATAR from University Admissions Centre. University placements were offered in a wide variety of courses with more than 40 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 2020:

Total number of staff	96
Number of full time teaching staff	51
Number of part time teaching staff	23
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 CSBB. 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 Catholic Schools Broken Bay. 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 provides specific information relating to the focus of our 2020 staff development days.

Tuesday 7th & Wednesday 8th April - Building Capacity to Facilitate Home-Based Learning

Friday 3rd July - Inspiring Hearts and Minds Towards 2025

Monday 12th October - Child Protection (twilight session)

Monday 2nd November - Spirituality (twilight session)

Tuesday 15th December - Faculty workshops (Growing Great Leaders / Complex Problem Solving) and 'Tell Them from Me' survey feedback / discussion

Wednesday 16th December - Disability Standards for Education Models and Adjustments for Learning

Catholic Identity and Mission

As a Catholic community, the College shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "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.

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 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 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 to provide a foundation for individual growth and wellbeing
- act with courage 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.

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 rich diversity of the Catholic faith and ways in which it is lived. Faith formation opportunities are provided for students, staff.

The COVID-19 pandemic saw the cessation of liturgies, including weekly Mass in Shekinah with priests from the feeder parishes, school celebrations relating to the Feast of St Joseph and the Feast of Mary MacKillop, reflection days, retreats, volunteer work in the community and assisting the catechists with classes at East Gosford Public school..

However, COVID-19 also saw considerable creativity and innovation from staff in both the education of students online and ministry to students online. The college provided online faith formation using the online Alpha Youth Series and worked in collaboration with other Broken Bay Systemic schools in its presentation. The college also established communication for ministry with the development of an Instagram account that promotes both parish and school ministry to students, their families and broader community. The college community continued to support the Society of St Vincent De Paul in a limited way during COVID-19 with their Winter Appeal and was back in full swing for the Christmas appeal in December.

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 approach to teaching and learning taken by teachers at St Joseph's during 2020 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 by attending the CSBB Literacy Project planning sessions
- providing effective, timely and meaningful feedback to students with the use of Compass and Google Classroom Online submission for elected tasks
- continue to support a pedagogical initiative in Year 8 for gifted and high ability learners -the Future Problem-Solving program and continue to support students in Year 9 and 10 who volunteer outside of class time to participate in the Future Problem Solving competition
- 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
- continued support of the new subjects of Extension Science and Investigating Science which both had their first HSC cohort in 2020
- 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. This emphasis involved targeted staff training in the use of the NESA Results Analysis Package (RAP) and teacher/class specific DeCourcy data to analyse HSC results

In 2020 the college focus included the following initiatives:

- continued development and evolution of iLearn into The Gateway Project, 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 9–10 into bands differentiated by ability
- supporting students who are identified as having learning support needs by offering Parent and Learning Support teacher conferences to gain a full understanding students learning specific requirements
- commitment to the development of innovative pedagogy and curriculum design targeted at strengthening student participation and achievement in Science, Technology, Engineering and Mathematics (STEM)
- preparation for inclusion and participation in Year 9 students choosing the CSBB Cross Campus Ignite Mathematics for Talented Mathematicians elective.
- expansion of Years 9 and 10 electives to increase Stage 5 student's engagement with the introduction of Marine Studies and Child Studies. International Studies to be introduced in 2021.
- 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. The subjects are being offered for the first time in 2020 - Society and Culture, Business Services, Industrial Technology Multimedia and French Continuers. These four subjects will continue into 2021 for Year 12. This collaboration will see subjects in 2021 for Year 11 to include Society and Culture, Industrial Technology Multimedia, Ancient History, Music, Drama and English Extension 1.
- increased use of online means of communication with ZOOM and Home Based Learning platform being utilised to conduct lessons during COVID lockdown.

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 School's planning and is used to support teaching and learning programs.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

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 English Advanced, Legal Studies, Studies of Religion 1, Extension Mathematics 1, Biology, Business Studies, Community and Family Studies, Visual Arts.

Our college received 49 Band 6 results, which equates to 7.8% of all bands received. 75.5% of all bands received were in Bands 4, 5, or 6.

Higher School Certificate	<i>Percentage of students in the top 2 bands (Bands 5 and 6)</i>					
	2018		2019		2020	
	School	State	School	State	School	State
Ancient History	57 %	36 %	55 %	36 %	61 %	33 %
Drama	57 %	42 %	36 %	44 %	86 %	47 %
Food Technology	54 %	33 %	30 %	34 %	67 %	30 %
HSC Mathematics Extension 2	-	86 %	-	86 %	100 %	84 %
Legal Studies	73 %	45 %	67 %	42 %	83 %	40 %
Studies of Religion I	39 %	37 %	40 %	46 %	58 %	44 %

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 2020, the number of students issued with a RoSA was 9.

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 prerequisite 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 CSBB website or by contacting CSBB. 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 CSBB website or by contacting CSBB. There were no changes made to this policy in 2020.

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 that is 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

Initiatives promoting respect and responsibility

The year that was 2020 saw many challenges and subsequently the need for much innovation in how we delivered wellbeing to the students at St Joseph's.

The COVID-19 pandemic and Home-Based Learning saw wellbeing face a range of challenges. The need to change quickly was of great importance in maintaining this care. Many of the students who had issues relating to their wellbeing were of significant concern to us. The need to provide a continuation of the support remotely led to the development of a range of innovations including,

- Daily, or weekly calls to individual students became our main means of maintaining the connections with the girls who we had been supporting. These were delivered by the wellbeing team from school each day and notes recorded centrally to track concerns.
- Calls were also placed to parents regularly of the girls who were at the greatest risk and therefore greatest need of support.
- The need for girls to access our support also become an issue. We overcame this by providing a wellbeing classroom in the form of a google classroom platform. This gave girls access to google docs that enabled them to seek support.
- We also communicated with parents regularly with information relating to the girls wellbeing and the effect the isolation of Home-Based Learning and their fear surrounding the pandemic could have on them. Specially developed School TV and articles were forwarded to parents to give them the information to best manage these issues from home.

These initiatives allowed the college to continue to deliver support to both the girls and their families through the months of Home-Based Learning.

We also worked very closely with teachers to support them in their contacts with students. Providing teachers with information and support that enabled them to better meet the needs of the students at this time was important.

Not only did we need to consider the high risk students we also needed to look at the general wellbeing of the whole student body. Again we were able to keep a connection with all the students in a number of ways.

- The google classroom platform was developed for all students. Materials were posted on daily, with fun activities, videos, indoor workouts, guided mindfulness sessions and a range of other activities to promote general wellbeing.
- Our fortnightly pastoral lessons were delivered in this platform as well, and Zoom classes were run with homeroom teachers to maintain connection with the girls.
- Homeroom teachers zoomed their class once a week in addition to the pastoral lesson to also maintain this connection.
- The Year 12 Leaders had a link in the google classroom that provided them with a padlet. This again was designed to keep contact and connection with the girls, to maintain a sense of community.
- The Year 12 Leaders also created videos to support and thank the staff for their efforts and to encourage the girls to think about others in their community in their approach to social distancing etc.

As in the past we ran an extensive fortnightly pastoral program. This is designed to meet the needs of the girls in each year group and addresses issues such as self-esteem, mindfulness, bullying, character strengths, multiple intelligences, study skills, nutrition for wellbeing, cyber bullying, safe parting as well as a range of other topics which help to develop the whole person. In the past much of this has been delivered by outside providers and by staff. Again this all had to change.

- The redevelopment of the program to take out all the outside providers or to replace them with zoom sessions continued throughout the entire year.
- We had to develop a range of new lessons that addressed the needs at the time.
- We created activities that met the changing needs of the students in this very challenging year.

One positive outcome of 2020 was the strengthening of connections with all the support mechanisms within the wider community. The maintenance and strengthening of these connections with outside providers was a priority so that we could best meet the needs of our students. These connections, whilst always there, have been strengthened and have had an ongoing impact of helping the school to deliver the best care for the girls in our care.

The aim of wellbeing in 2020 at St Joseph's was to meet the girl's needs at their point of need. While we were faced with many challenges we did our best to both overcome these and continue to deliver the highest quality of care to develop strong and well young woman.

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 2020 as a result of initiatives implemented to support our SIP goals. While some of our goals and aims changed throughout the year, as a result of the COVID-19 pandemic, the following achievements were made:

In the area of Mission:

- a continued focus on connecting students with their faith through prayer, liturgy, social justice and outreach initiatives.
- strategic approach to supporting students in Stage 6 Studies of Religion through the use of an outside facilitator to look at key improvement areas for the HSC.

From a Learning and Teaching perspective:

- Using HSC data to improve practice saw the implementation of a process where the consideration of this data included questions and patterns arising from the data and hypotheses about these patterns. Focus on the types of interventions, targets, measurements and strategies to improve student learning gains was paramount.
- The HSC Towards Excellence initiative enabled a number of teachers across the faculties of Biology, Chemistry, English Standard and PDHPE to pilot mark with other teachers in Catholic Schools Broken Bay. This opportunity was also taken to mark the practical component of Industrial Arts and Visual Arts major works for HSC students.

In the area of Pastoral Care:

- an adjustment to the pastoral program for Years 7 – 12 to cater for needs that arose as a result of COVID-19 and Home-Based Learning.

- a focus on building and developing student leadership in supporting positive mental health initiatives through the establishment of a Google Doc and Padlet for students to access positive mental health initiatives.

Priority Key Improvements for Next Year

As part of the goal setting for Towards 2025, the school has highlighted two main areas for improvement for 2021. These areas are aligned to the Diocesan Strategic Themes and Priorities.

Student Achievement - To ensure students grow in their learning and maximise their potential.

Evangelisation and Catechesis – To ensure 'quality Religious Education' through innovative pedagogy that advances evangelisation and catechesis while developing students' critical and creative thinking skills as essential for academic growth.

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

One main survey was used throughout 2020 to gauge parent satisfaction, along with a personalised phone call or email contact with each family during Home-Based Learning. COVID-19 restrictions put a hold on other forms of parental feedback as we were not able to gather parents together in focus groups or use gatherings on the college site to gain feedback from parents. 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 extremely high. The highest levels of satisfaction came in the following areas:

- Communication with parents through Joey's Journal, email notifications via Compass, college website and the college Facebook page, particularly through the Home-Based Learning time
- 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 and the support provided by college staff
- The efficient way the college moved to an online learning platform through COVID-19
- 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 Home-Based Learning and a range of programs and activities that were held throughout 2020. These included surveys on student wellbeing, feedback from the college SRC and student focus groups. 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 students indicated a high level of satisfaction with Home-Based Learning and their gradual return to school. They felt that the college managed this time particularly well and that they were well supported during this time. The feedback from these surveys and focus groups highlighted the college's strengths in:

- forming positive teacher/student relationships

- adapting to changing times and ensuring student wellbeing was always a concern
- the care taken to look after student needs
- the support and focus the college gives on learning and teaching.

Teacher satisfaction

During 2020 staff were given a variety of opportunities to provide feedback and evaluation on different programs and activities that are run within the college. They also provided feedback on the Home-Based Learning program undertaken at the college and on the possible change to the timetable structure for 2021. 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
- the support shown for Professional Learning by key personnel within the college, particularly in preparation for Home-Based Learning

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the College in 2020 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 2020	
Commonwealth Recurrent Grants ¹	\$8,321,175
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,369,034
Fees and Private Income ⁴	\$3,143,188
Interest Subsidy Grants	\$7,013
Other Capital Income ⁵	\$560,646
Total Income	\$14,401,056

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$690,137
Salaries and Related Expenses ⁷	\$11,010,630
Non-Salary Expenses ⁸	\$2,979,052
Total Expenditure	\$14,679,819

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 2020 REPORT