



**CATHOLIC SCHOOLS**  
*Broken Bay*

# 2021

## ANNUAL SCHOOL REPORT



### **St Joseph's Catholic College**

Russell Drysdale Street, EAST GOSFORD 2250

Principal: Mr Anthony McCudden

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

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## About this report

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St Joseph's Catholic College (the '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 be also be obtained from the [My School website](#).

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## Message from key groups in our community

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### Principal's Message

The 2021 school year was a year of two contrasting semesters. Semester 1 was spent in a traditional face-to-face learning environment, with many whole school, year group and class activities occurring. Excursions were back, school camps occurred and many sporting and extra-curricular activities, that had been cancelled in 2020, were available for students to participate in. We made it through to the end of Term 2 before the COVID-19 Pandemic hit again and forced us back into a Home-Based Learning environment for the majority of Semester 2.

Our Home-Based Learning program was structured on the approach we took in 2020 and was again 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 tough times.

The many and varied impacts of COVID-19 were again well managed and further highlighted the strengths of our college as a supportive, united and cohesive community. The collective efforts, expertise and commitment of our staff and students resulted in many wonderful achievements during 2021. The high level of support and guidance shown to our students throughout the year to develop their learning, their wellbeing and their spiritual growth was clearly evident in both the face-to-face learning environment as well as when we transitioned to Home-Based Learning.

The resilience and adaptability of our school community has stood out again as one of the distinguishing features of a very tough year.

On a very sad note we were impacted by the passing of a much valued and respected staff member at Easter. This followed a long and tough illness which had lasted over 12 months. Our college community was deeply affected by this, particularly our Year 12 cohort and those students who received special educational support by this teacher.

### Parent Body Message

Opportunities for parents and carers to be actively involved in their daughter's education were varied throughout the year, with a number of on-site opportunities in Semester 1 and then online opportunities during Home-Based Learning . Our Parent/Teacher evenings were initially held as face-to-face interviews earlier in the year but then reverted to online Zoom interviews during Semester 2. 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 again used as an alternative option to interview 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 parent survey focused on Home-Based Learning, along with a Diocesan 'Culture 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 2021.

### 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 2021 the student leadership group shone throughout the year, with the opportunity to lead in person for the first half of the year and to then lead during Home-Based Learning from Term 3 onwards. Their creativity in leading many initiatives onsite, as well as via Zoom through the established well-bring padlet, allowed them to have a positive impact on the school community during some very challenging times.

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## School Features

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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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## Student Profile

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### Student Enrolment

Students attending the College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
800	0	23	800

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2022. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles 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 2021 was 92.81%. 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
95.14	93.80	91.54	90.96	94.00	91.43

## 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 Quality Assurance and improvement 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.

## Student Retention Rate

Of the students who completed Year 10 in 2019, 90% completed Year 12 in 2021.

## Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

<b>Senior secondary outcomes 2021</b>	
% of students undertaking vocational training or training in a trade during the senior years of schooling	19.55 %
% 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 2021, many of our students received early entry offers for a range of university courses. The Australian Catholic University, University of Newcastle and Macquarie University were the three largest final university destinations for the 2021 cohort. Other students have explored TAFE, traineeships and employment options.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	93
Number of full time teaching staff	48
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 and hold a Working with Children Check.

Teachers at this College are either accredited as conditional, provisional, proficient or highly accomplished 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 Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1370 teachers
- Provisional: 91 teachers
- Conditional: 6 teacher

Additionally, there are approximately 40 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, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been

involved in PL opportunities during the year related to improving student outcomes. The following 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. A specific initiative for 2021 was the introduction of Professional Learning Breakfast meetings where the sharing of learning and teaching practices and the upskilling of staff on new and innovative teaching practices saw a large collective of staff try new approaches and share experiences with one another to improve learning outcomes for our students. The following provides specific information relating to the focus of our 2021 staff development days.

Friday 25th June: Towards 2025 Strategy Diocesan Staff Day

Monday 13th December: Child Protection Training and Faculty Workshops

Tuesday 14th December: Faculty workshops and 'Tell Them from Me' survey feedback / discussion

Wednesday 15th December: e-learning modules (WHS, Child Protection and Employment Relations)

Thursday 16th December: CPR and Anaphylaxis Training

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## Catholic Identity and Mission

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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 provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

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 explore the rich diversity of the Catholic faith and ways in which we live it. This includes 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. In 2021, due to Covid restrictions, some of these opportunities were limited.

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.

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.

The religious education staff commenced the journey of developing the new Broken Bay K - 10 Religious Education Curriculum with a particular focus on Year 7 in Term 4 in preparation for trialling the first unit in Term 1 2022. This Diocesan initiative has been developed in response to research undertaken since 2020 and to fulfil Goal 2 of Towards 2025 (Provide Quality Religious Education).

This curriculum is being developed around the Understanding by Design framework. This emphasises discernment around essential questions that are critical to successfully addressing areas of study. It also places great importance on meaningful assessment, an area of identified need in the Broken Bay Towards 2025 research results. This includes a

concept for bringing together the particular expertise of both Youth Ministry and Religious Education to ensure that our new curriculum provides the best possible encounter with Jesus for all students.

On the Solemnity of Our Lady Help of Christians St Joseph's Catholic College combined with St Edward's Christian Brothers College to acknowledge the Bicentenary of Catholic Education in a very special Eucharistic celebration. 2021 was also the 35th anniversary of the creation of the Diocese of Broken Bay.

The resumption of lockdown due to the COVID-19 pandemic saw the cessation of remaining face-to-face liturgies, including weekly Mass in Shekinah with priests from the feeder parishes. However, this unusual situation also saw the continued considerable creativity and innovation from staff in both the education and ministry to students online. In 2021 St Joseph's Catholic College has continued to deliver a quality Catholic education to young women on the Central Coast.

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## Curriculum, Learning and Teaching

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### 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 2021 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 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 through the Future Problem-Solving program
- 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
- expanded subject offerings to include Ignite Mathematics for Talented Mathematicians and International Studies as an Year 9 elective choices
- continued to support Year 10 elective subjects choices by offering Marine Studies and Child Studies for the first time
- support students using the BYOD program for laptops by increasing capacity in using technology to enhance learning and teaching across faculties, particularly through integrating Google Classroom, Education Perfect, Edrolo and One Note
- conducted all lessons in Term 3 using Zoom during Home Based Learning due to NSW COVID Lockdown

- utilised Compass and Zoom to provide Year 12 students with a HSC Trial Examination period  
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 2021 the college focus included the following initiatives:

- continued development and evolution of 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
- participating and offering feedback in all 'Students on a Page' workshops at CSBB development of the processes for grouping students in Years 9–10 into bands for key subjects by using academic data and wellbeing feedback
- 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)
- introduction of the the CSBB Cross Campus Ignite Mathematics for Talented Mathematicians Year 9 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 was introduced to Year 9
- 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. Our college continued to collaborate with St Edward's to offer selected joint Stage 6 courses. It also allowed our students to experience a different and varied learning environment which proved to be beneficial for all involved. St Joseph's Year 12 2021 students joined St Edwards courses for Industrial Technology Multimedia and French Continuers while Year 11 students joined for Ancient History, Music and Multimedia. Students from St Edwards joined our Society and Culture as well as Business Services class for Year 12 and Drama, Extension English and Society and Culture for Year 11
- increased use of online means of communication with ZOOM and Home Based Learning platform being utilised to conduct lessons during the Term 3 COVID lockdown, to provide Parent/Teacher Conferences and information evenings for families

- expanded the Year 11 Subject selection process to include an online meeting with all students (whilst encouraging parent engagement) as well as providing students with a suite of online resources accessible on Google Classroom. This additional support for students during the selection process assisted them in making choices which suited their future aspirations and current ability
- ZOOM and Compass were used extensively for staff meetings and maintaining lines of communication

## Student Performance in Tests and Examinations

### NAPLAN

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

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

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	39%	26%	0%	23%
	Reading	28%	28%	0%	16%
	Writing	36%	20%	0%	25%
	Spelling	31%	31%	0%	15%
	Numeracy	34%	33%	0%	17%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	20%	21%	18%	26%
	Reading	21%	21%	17%	24%
	Writing	17%	14%	18%	36%
	Spelling	15%	21%	15%	22%
	Numeracy	15%	22%	8%	18%

## 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%.

Strong performance was seen in in English Advanced, History Extension, Food Technology, Ancient History, Drama and Maths Advanced.

Our college received 41 Band 6 results which equates to 7.17% all of bands received. 67.2% of all bands received were in Band 4, 5 or 6.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2019		2020		2021	
	School	State	School	State	School	State
Ancient History	55 %	36 %	61 %	33 %	69 %	34 %
English (Advanced)	49 %	62 %	67 %	63 %	83 %	69 %
Food Technology	30 %	34 %	67 %	30 %	54 %	36 %
HSC History Extension	50 %	77 %	25 %	76 %	100 %	77 %
Legal Studies	67 %	42 %	83 %	40 %	50 %	42 %
Mathematics Advanced	-	0 %	39 %	53 %	24 %	50 %

## 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 2021, the number of students issued with a RoSA was 8.

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## Pastoral Care and Student Wellbeing

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### 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 2021.

### 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 2021.

### 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 2021.

### Initiatives promoting respect and responsibility

The year that was 2021 saw many challenges and subsequently the need for much innovation in how we delivered wellbeing to the students at St Joseph's in a very similar way that 2020 did. As a result, the wellbeing report has many of the same strategies and initiatives that were employed the previous year. One new initiative that was very successful in 2021 was the introduction of our Peer Counsellor system. This brought a student from the outgoing Year 12 back into our school once a week to work with the girls on a one-to-one and group basis to give them another avenue of support. It is specifically targeting the need to provide girls with a safe place to talk over their concerns. The fact that it is someone who is close to their age helps to make this a meaningful connection. The selected student was chosen for her ability to communicate as well as her maturity. The program was very successful in providing relevant and ongoing support to a large number of girls across the school.

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. This 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 when needed. We also communicated with parents regularly with information relating to the girl's wellbeing and the effect the isolation of Home-Based Learning and fears 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 several 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 2021 was the strengthening of connections via our support mechanisms within the wider community. The maintenance and strengthening of these connections with outside providers were 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 support for the girls in our care. The aim of wellbeing in 2021 at St Joseph's was to support the wellbeing of our students at their point of need and we have endeavoured to continue to do that even in the most trying situations. While we were faced with many challenges, we worked very hard to overcome

these challenges and continue to deliver the highest quality of care to develop strong and well young woman.

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## 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 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 2021 as a result of initiatives implemented to support our School Improvement Plan goals and to align with the Diocesan Towards 2025 goals. Some of our planned initiatives had to be modified throughout the year as a result of the COVID-19 pandemic and the return to Home-Based Learning. Despite this, the following achievements were made:

In the area of Mission:

- the development and trialling of a new Broken Bay Religious Education curriculum with particular emphasis on Year 7 modules of work
- a continued focus on connecting students with their faith through prayer, liturgy, social justice and outreach initiatives.
- a continuation of a 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:

- The HSC Towards Excellence initiative enabled a number of teachers across a range of faculties to work collectively on building knowledge and expertise in their subject areas to better deliver learning outcomes for HSC students.
- Using RAP analysis of 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.

- Engagement in a Literacy project to improve literacy outcomes for students with a subject specific focus.

From a Pastoral Care focus:

- a continuation of the work done in 2020 to 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.
- an upskilling of staff to better deal with the complexities and challenges that Home-Based Learning had on students.

### 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 2022. 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.

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## 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 College from parents, students and teachers.

### Parent satisfaction

Three significant surveys were used throughout 2021 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 a number of other forms of parental feedback as we were restricted in being able to hold parent focus groups and information evenings onsite at the college. Parent/Teacher evenings were held in a traditional setting in Semester 1 and then via Zoom during Semester 2. Feedback was also gained from these meetings. The three surveys that were completed were focused on the effectiveness of Home-Based Learning, a 'Tell Them From Me' survey and also a Diocesan wide 'Culture Survey'.

The college received glowing feedback on the way Home-Based Learning was delivered and the way the college supported families and students through the lockdown periods. The feedback from parents showed a high level of satisfaction for the structure of learning that was used during this time, the constant communication that was provided to update families through these challenging times, the emphasis and commitment to student wellbeing and the dedication and commitment of the staff to ensure that learning and teaching continued as effectively as possible during the lockdown period.

The 'Tell Them From Me' survey data highlighted the strengths of the college in terms of the support the school provides for learning and for positive student behaviour. It also highlighted the strengths of the college being a safe and welcoming school environment.

The 'Culture Survey' results showed a high level of satisfaction for the outstanding standards set by the college in strong support of student efforts and accomplishments. A strong sense of belonging was also highly regarded by parents.

### Student satisfaction

A number of student surveys were completed throughout the year to gain feedback on the effectiveness of Home-Based Learning, on the culture of the college and on general satisfaction with how the school operates and supports students as learners. Added to this feedback was gained through student focus groups and through feedback from the college SRC. 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 survey feedback from Home-Based Learning gave great insights into the value the students placed on teacher support, the structure the college implemented to learning during this time and the individual attention teachers gave to ensuring student wellbeing was supported during these challenging times. The feedback from these surveys and focus groups highlighted the college's strengths in:

- supporting the educational needs of students
- developing strong relationships and connections within the school community
- setting high expectations for learning
- support for learning during Home-Based Learning

### Teacher satisfaction

During 2021 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, through the 'Tell Them From Me' survey and through the Diocesan 'Culture Survey'. Feedback was also given through the development of SMART goals for each faculty. The following areas were highlighted as strengths of the college:

- inclusive school environment, sense of community, feeling of belonging
- data informed practices of the college
- support and friendship of colleagues
- pastoral care offered to students
- learning culture within the college

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## Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for the College in 2021 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.

<b>Recurrent and Capital Income 2021</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$8,362,096
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$2,305,896
Fees and Private Income <sup>4</sup>	\$3,766,697
Interest Subsidy Grants	\$3,867
Other Capital Income <sup>5</sup>	\$0
<b>Total Income</b>	<b>\$14,438,556</b>

<b>Recurrent and Capital Expenditure 2021</b>	
Capital Expenditure <sup>6</sup>	\$65,307
Salaries and Related Expenses <sup>7</sup>	\$10,990,265
Non-Salary Expenses <sup>8</sup>	\$2,833,117
<b>Total Expenditure</b>	<b>\$13,888,690</b>

### 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 2021 REPORT