



2022

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 at local school level and 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 2022 school year was an opportunity for us to revisit and re-establish a number of activities and learning opportunities that had been disrupted over the previous two years due to COVID-19. The opportunity to again offer a range of co-curricular activities, excursions, school camps and learning opportunities added greatly to the success and engagement of our students during this year. The variety of activities and opportunities given to students, inside and outside of the classroom, has again seen the college achieve in a multitude of ways. The past twelve months again proves that the strength of our college comes from the collective efforts, expertise and commitment of our staff and students, resulting in many wonderful achievements. The day-to-day success of our students in their academic endeavours, the continued success of the Future Problem-Solving program for selected students in Year 8, the amazing success of many of our sporting groups, the achievements of our students in creative and performing art activities, along with many individual standout performances throughout the year, all give evidence to the strength and character of our college community. Added to this, our students were involved in a variety of debating and public speaking competitions, Social Justice activities and immersion opportunities. Of special note in 2022 were the opportunities for students to be involved in immersion activities to Central Australia and to Western NSW, where Year 11 students gave service to local communities and immersed themselves in settings very different to their own. Student involvement in the many community days and social justice initiatives on offer gave life to our school motto 'Act Justly' and showed their support for our school values of hope, justice, respect, and compassion.

Parent Body Message

Opportunities for parents and carers to be actively involved in their daughter's education were provided throughout 2022. These opportunities included, but were not limited to, parent/teacher evenings, information nights, graduation ceremonies and awards evenings. Parents also supported a number of school activities with their presence at community events such as the swimming and athletic carnivals, and at many other sporting and cultural events. Open lines of communication and opportunities to meet and discuss their daughter's academic progress, pastoral care and wellbeing are made to all parents. Further information about progress is also available to parents through a parent portal of our student management system. Surveys of parents, conducted throughout the year, indicated an overwhelming level of satisfaction in the way the school operates, and the variety of opportunities given to students to achieve inside and outside of the classroom.

Student Body Message

The student body is led by the College Captain, Vice-Captains and the Student House Leaders. The Year 12 student leadership group consists of 15 students, the three College Captains/Vice-Captains and 2 Leaders from each of the six College Houses. These leaders are supported by assistant House Leaders from Year 11. The younger students act in support of the older students, and, in this manner, succession planning is achieved. The Student Representative Council (SRC) also play an important role in representing all students. Representatives from Years 7 to 12 and the College Captains all contribute to the SRC who provide a voice for the wider student body. The SRC is an effective means for this communication. The student leadership group is also a group where action occurs. In 2022 the SRC were responsible for many fundraising and community service initiatives and gave wonderful witness to our school values.

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 and Mary Mac's at Woy Woy.

Student Profile

Student Enrolment

Students attending the College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
785	0	23	785

* 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 2023. 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 2022 was 84.20%. 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
85.30	85.20	85.60	80.90	82.00	86.40

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 2020, 88% completed Year 12 in 2022.

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 2022	
% of students undertaking vocational training or training in a trade during the senior years of schooling	15.35 %
% 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 2022, 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 2022 cohort. Other students have explored TAFE, traineeships and employment options.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	92
Number of full time teaching staff	45
Number of part time teaching staff	25
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: 1333 teachers
- Provisional: 91 teachers
- Conditional: 35 teacher

Additionally, there are approximately 30 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. The following provides specific information relating to the focus of our 2022 staff development days.

Monday 21 February: Pastoral Discernment - Walking Together

Friday 1 July: Diocesan Whole Staff Development Day

Thursday 1 September: Migration to Microsoft Teams

Friday 23 September: Student Voice in the Delivery and Assessment of the Curriculum

Monday 17 October: Curriculum Assurance Process

Monday 28 November: Catholic Charter

Thursday 15 December: CPR and Anaphylaxis Training, Support for Students with Diabetes

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 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 explores the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 7 classrooms in 2022 and will continue to grow over the coming years. These programs include 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.

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 school, the college shares in the mission of the local Church. The Church of Broken Bay strives to be "a community of faith, One in Christ." Bishop Anthony Randazzo.

Staff engaged in the Central Coast Pastoral Discernment Project project early in the year. The findings were published in June for Bishop Anthony's consideration. Of relevance for our community was a fervent desire for a Church that is welcoming, inclusive, and non-judgmental, particularly when journeying with young people.

Concurrently Catholic Schools Broken Bay implemented initiatives of Towards 2025 that inform the development of the Year 3–10 RE Curriculum. The foundational principles are based on accompaniment, encounter and transformation. For St Joseph's Catholic College, this involved starting to change our curriculum in Year 7 through to Year 10 for Religious Education. By the end of 2023, the alterations will be complete for Stages 4 and 5.

Our local parish, St Patrick's, initiated the Year of Community which had a direct effect on college life with connections strengthened between the St Patrick's Youth Ministry Team and our students. The college was well represented on the occasion of the installation of the relics of Saint John Paul II at the church. Since then, regular pilgrimages to the shrine have taken place by individual Religious Education classes under the direction of their teachers.

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.

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 2022 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 for staff, students and parents
- continue to support a pedagogical initiative in Year 8 for gifted and high ability learners - the Future Problem-Solving program continue to support students in Year 9 and 10 who volunteer outside of class time to participate in this competition
- use an 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
- continue support of the subjects of Extension Science and Investigating Science into the HSC year
- expand senior Science courses offered by the inclusion of Earth and Environmental Science in Year 11
- support students using the BYOD program for laptops increase capacity in using technology to enhance learning and teaching across faculties, particularly through integrating Google Classroom and One Note
- utilise a range of data, including Year 7-9 Progressive Achievement Test (PAT) scores in Mathematics and Reading and NAPLAN. 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. Further engagement with HSC data by integrating with data from consultant Graham Wright to investigate the contribution marks from HSC subjects had an final ATAR scores.

In 2022 the college focus included the following initiatives:

- continued development 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
- development of the processes for grouping students in Years 9–10 into bands differentiated by academic ability using a variety of data sources
- the streamlining of processes by using Compass such as the change of subject forms process
- using ZOOM to conduct interviews with students after school relating to Year 11 subject choices. The aim was to have higher parental input and collaboration into this process as well as higher subject choice counselling
- 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)
- continuation of STEM as a separate elective course for Years 9 and 10
- preparation for inclusion and participation in Year 9 students choosing the CSBB Cross Campus Ignite Mathematics for Talented Mathematicians elective. Continued to support this program into Year 10 as well.
- expansion of Years 9 and 10 electives to increase Stage 5 student's engagement with the introduction of Year 10 International Studies.
- 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 offered in 2022 across Years 11 and 12 included Society and Culture, Engineering Studies, Business Services, Drama, Earth and Environmental Science, Ancient History, Extension English 1, Music, Industrial Technology Multimedia and Japanese Beginners. This collaboration will see subjects in 2023 for Year 11 to include Society and Culture, Industrial Technology Multimedia, Earth and Environmental Science, Retail Studies, Engineering Studies and Business Services.
- offering families more choice and agency regarding textbooks with the use of Box of Books through CeNet
- Supported students who wished to expand their subject choices by studying through external schools including Information Processing Technology, Dance, Spanish Beginners, Textiles and Design, Earth and Environmental Science, Japanese Continuers, Financial Services. This was across 5 distance education schools.

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 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	32%	24%	8%	21%
	Reading	41%	27%	4%	15%
	Writing	38%	24%	10%	22%
	Spelling	36%	33%	10%	17%
	Numeracy	30%	32%	9%	19%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	27%	22%	16%	27%
	Reading	30%	21%	12%	23%
	Writing	24%	17%	19%	33%
	Spelling	12%	17%	14%	21%
	Numeracy	16%	20%	10%	19%

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 PDHPE, Food Technology, English Extension 1 and Studies of Religion 1 unit.

Our college received 21 Band 6 results which equates to 4.3% all of bands received. 68.8% 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)					
	2020		2021		2022	
	School	State	School	State	School	State
English (Advanced)	67 %	63 %	83 %	69 %	63 %	67 %
Legal Studies	83 %	40 %	50 %	42 %	83 %	41 %
Visual Arts	65 %	65 %	82 %	63 %	100 %	66 %

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 2022, the number of students issued with a RoSA was 8.

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 2022.

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 2022.

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 2022.

Initiatives promoting respect and responsibility

The wellbeing of students at St Joseph's continued to be an absolute priority during 2022. The number of students accessing support continued to increase in 2022, as did the level of support required by students. Added to this is the challenge of accessing support services outside of the college.

Some of the preventative programs and specific responses were:

- A continuation of our purpose-built pastoral program. Within this we covered a range of key issues that relate to the specific needs of our students. Some included themes are, body image, growth mindset, resilience, normalising mental health issues, relationships, friendships, cyber safety, community connection, and values such as empathy.
- A continuation of accessing outside providers to address key issues. These include, appropriate guest speakers, the police liaison officer, Elevate Education, BATYR, Brainstorm Productions, nutritionists and various universities and UAC for Year 12.
- Love Bites program run for all Year 10.
- Programs presented by the police liaison officer targeting specific issues for year groups including cyber safety, safe partying, and driving.
- The continued focus on community events such as walks and picnics for the whole school to help re-establish important connections and build a sense of community.
- The introduction of Duck Day, promoting and linking in with are you RUOK day. Designed to take a different approach to the RUOK platform.
- The reestablishment of our camps programs after the interruptions of COVID 19.
- The reintroduction of outreach programs such as Mary Macs for Year 11 to help provide protective factors for the girls.

The Year 2022 saw a significant increase in the demand for all services around wellbeing. As a school we attempted to meet this challenge and in addition put in place a huge range of preventative programs to support the wellbeing of our students.

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 have been captured in the Towards 2025 Strategic Plan.

Key Improvements Achieved

Some significant achievements were made in 2022 as a result of initiatives implemented to support our School Improvement Plan goals and to align with the Diocesan Towards 2025 goals. 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 Stages 4 and 5 modules of work.
- A continued focus on connecting students with their faith through prayer, liturgy, social justice and outreach initiatives.

From a Learning and Teaching perspective:

- The HSC Towards Excellence initiative continued to enable 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 refinement 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.
- Continued and ongoing 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 2021 to focus on building and developing student leadership in supporting positive mental health initiatives through the re-establishment of face-to-face opportunities for students to access positive mental health initiatives.
- An upskilling of staff to better deal with the complexities and challenges that a return to face-to-face 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 2023. 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 2022 to gauge parent satisfaction, along with opportunities for parents to provide feedback through parent information evenings and Parent/Teacher conferences. Parent/Teacher evenings were held in a traditional setting in Semester 1 and then via Zoom during Semester 2. The main survey that was completed was a 'Tell Them From Me' survey.

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. Parents also rated very highly the way they are made to feel welcome at the college. We received a very high rating of overall school satisfaction, approximately 75%, of parents ranking us 8 or higher out of 10.

Student satisfaction

Two main student surveys were completed throughout the year to gain feedback on how the school operates and supports students as learners. These surveys took the form of a 'Tell Them From Me' survey, along with a Wellbeing survey conducted internally at the college. 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 feedback from these surveys and focus groups highlighted the college's strengths in:

- developing a positive learning climate
- supporting the educational needs of students
- developing positive student - teacher relationships
- setting high expectations for learning.

Teacher satisfaction

During 2022 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 through the 'Tell Them From Me' 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
- the use of technology to support learning and teaching
- data informed practices of the college
- support, friendship and collaboration of colleagues
- pastoral care offered to students
- learning culture within the college.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the College in 2022 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 2022	
Commonwealth Recurrent Grants ¹	\$8,766,593
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,369,899
Fees and Private Income ⁴	\$4,154,623
Interest Subsidy Grants	\$1,968
Other Capital Income ⁵	\$3,386
Total Income	\$15,296,471

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$474,536
Salaries and Related Expenses ⁷	\$11,278,034
Non-Salary Expenses ⁸	\$3,818,242
Total Expenditure	\$15,096,277

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 2022 REPORT