St Joseph's Catholic College
East Gosford

2013 Annual Report
1. **Message from Our School Community**

1.1 **Message from the Principal**

The focus for 2013 was to work to ensure that each individual in the St Joseph’s Catholic College community achieved their personal best both within and outside the classroom. This year, as "The Year of Learning", meant that we had a focus on innovation in learning and teaching. We began our Connected Learning program in Year 7 and our partnership with Newcastle University focused on quality teaching. Outside the classroom the students enthusiastically embraced Social Justice, fundraising and community events.

The goal of the Connected Learning program was to assist students to develop 21st Century skills that will equip them for the self-directed learning needed in Stages 5 and 6. The program was designed using the theory of project-based learning and was cross-curricular in nature. The students worked in teams to design an answer to real world problems. In the Connected Learning program, students learnt effective research skills and the use of their new Lenovo tablets to create a final presentation. The program culminated in the Year 7 Connected Learning Expo Evening where each team presented to an audience of their parents, family and peers.

Our partnership with Newcastle University has its focus on quality teaching and effective integration of IT into learning and teaching. Almost fifty per cent of the teaching staff volunteered to take part in Quality Teaching Rounds, which involved teachers participating in cross faculty groups where each teacher delivered a lesson and other members of the group critiqued it using the Quality Teaching Framework. This process was followed up by teachers spending time discussing their practice and reflecting on different teaching practices and the implementation of IT into their teaching.

Outside the classroom the students were involved in many community days and social justice initiatives that are testament to the way they live out our College values of Hope, Justice, Respect and Compassion. This year we also had our immersion trips by Year 11 to the indigenous community in Warmun and Year 12 to India. Both of these trips were extremely successful.

The College concluded the year by farewelling the College Principal. He had served from 2006 and his legacy will live long in the College community.

1.2 **Message from the Parent Body**

The St Joseph’s Catholic College parents were actively involved in a variety of activities throughout 2013. These activities included Parent/Teacher evenings, Information nights, ‘Study Skills’ presentations where parents were given advice on how to support their daughters throughout their schooling, and a "Connected Learning Expo’. Parents also supported a number of school activities, with their presence at events such as the College Swimming and Athletic Carnivals, at many other sporting and cultural events, as well as helping to supervise and run the combined discos with St Edward’s College.

Parents and staff at the College continue to work in close connection with one another to ensure that the best possible learning gains are achieved by the students. Open lines of communication and opportunities to meet and discuss their daughter’s academic progress and pastoral care and wellbeing are made to all parents.
1.3 Message from the Student Body

The student body at St Joseph’s 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 6 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 College SRC also plays an important role in representing all students in the College. Representatives from Years 7, 8, 9, 10, 11 and the College Captains all contribute to the Student Representative Council. The Student Representative Council provides a voice for the wider student body and is an effective means for this communication. The Student Leadership Group is also a group where action occurs.

The SRC has had a very successful year with the introduction of a school cardigan, modifications to the way students are served in the canteen and filtered water stations for the students to be able to refill reusable water bottles all being initiatives developed through the SRC.

In 2013 leadership programs have also been strengthened and given greater depth at the College with additional opportunities for students from every year group to lead. The SRC, Peer Mentors, Peer Mediators, Peer Tutors, House Leaders and our School Captain and Vice-Captains are all part of a strengthened leadership system.

To be a member of the Student Leadership at St Joseph’s is to be part of a group that is not only encouraged to think about the core values of the College (Hope, Justice, Respect and Compassion) but is also given the opportunity to live these values and be an example of them within the communities to which they belong.
2. **School Profile**

2.1 **Student Profile**

The following information describes the student profile for 2013:

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Indigenous</th>
<th>Total</th>
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<tbody>
<tr>
<td>823</td>
<td>0</td>
<td>35</td>
<td>13</td>
<td>823</td>
</tr>
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</table>

*Language background other than English

2.2 **Enrolment Policy**

The Diocese of Broken Bay has established an [Enrolment Policy](http://www.csoodbb.catholic.edu.au/about/index.html)† which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

†Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: http://www.csoodbb.catholic.edu.au/about/index.html or by contacting the Catholic Schools Office.

2.3 **Staff Profile**

The NSW government requires that this report detail the number of teachers in each of the following categories:

a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines;

b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications;

c) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
   - to ‘teach’ in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
   - as a ‘teacher’ during the last five (5) years in a permanent, casual or temporary capacity.

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<th>a</th>
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<th>Total</th>
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Further information about the staff profile can be found in the School Facts section of the school’s profile page on the [My School](http://www.csoodbb.catholic.edu.au/about/index.html) website.

2.4 **Teacher Attendance and Retention Rates**

The average teacher attendance rate during 2013 was 94%. This figure does not include teachers on planned leave.

The teacher retention rate from 2012 to 2013 was 99%.
2.5 Teacher Satisfaction

The Annual School Improvement Plan for 2013 was developed in consultation with staff. Information was gathered from staff through a variety of means, including surveys, interviews and focus groups. Throughout 2013, similar methods were used to highlight individual and common goals and priorities for the year ahead. As a result of this information gathering, a number of key areas were identified in relation to teacher satisfaction. The following factors are those they most valued about the College:

• sense of community, feeling of belonging
• stability, experience and expertise of staff
• staff seen as committed, pastoral and caring
• a strong sense of optimism and willingness to be involved in new challenges
• pastoral care offered to students
• a large range of extracurricular activities, ranging from sport to creative arts and cultural activities

Professional Development in 2013 was focussed on the Quality Teaching Framework, with emphasis on Quality Teaching Rounds. Other Professional Development opportunities focussed on Catholic Discipleship and 'School Improvement and Learners' Needs'.

2.6 Student Attendance and Retention Rates

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<th>Year</th>
<th>Average student attendance rate (%)</th>
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<tr>
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The average student attendance rate for 2013 was 92%.

Of the students who completed Year 10 in 2011, 72% completed Year 12 in 2013.

Management of 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 Education Act to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so the school, under the leadership of the Principal:

• provides a caring environment which fosters in students, a sense of wellbeing and belonging;
• maintains accurate records of student attendance;
• implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise;

• communicates to parents and students, the school’s expectations with regard to student attendance and the consequences of not meeting these expectations; and

• recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the Catholic Schools Office and the relevant Department of Education and Training officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the school in collaboration with parents provides resources to contribute to the student’s continuum of learning where possible.

The Catholic Schools Office monitors each school’s compliance with student attendance and management of non-attendance on an annual basis as a minimum, as part of the system’s School Review and Development processes.

2.7 Student Satisfaction

As a result of student surveys and student focus groups insights into the components of school life that students most valued were obtained. These components included:

• the relationships that they had formed with other students and with their teachers;

• the sense of connectedness and feeling of belonging they had with the College;

• the variety of subjects and learning opportunities at the College;

• working together with their teachers to achieve their best;

• the use of technology to enhance learning, particularly with the introduction of the 1:1 tablet device for Year 7;

• the wide range of extracurricular activities available, including sporting and cultural opportunities; and

• the opportunity to participate in outdoor learning experiences such as our school camps and retreats.

2.8 Senior Secondary Outcomes

The percentage of students in Year 12 attaining a Year 12 Certificate or equivalent VET qualification in 2013 was 100%.

The percentage of students in Year 12 undertaking vocational or trade training was 23%.
2.9 Student Destinations

The 2013 cohort followed a wide range of post-school destinations including university entrance, TAFE study in specialised areas, apprenticeships, traineeships and employment. 88 students were eligible for an Australian Tertiary Admissions Rank (ATAR). Eight students who elected to receive an ATAR scored 90 or above and twelve students scored an ATAR in the 80s. The highest ATAR score was 97.9 with 95.45 being the second highest ATAR. 66 students had offers made by the University Admissions Centre (UAC) for university admission which is approximately 67% of the 2013 cohort.

The 2013 St Joseph’s Year 12 cohort numbered 98 students. The Year 12 cohort was comprised of 10 students who had chosen a non ATAR pattern of study and 88 students who had an ATAR pattern of study.

Information issued from the UAC in March 2014 shows 66 students (67%) of the ATAR cohort were offered university placements from 9 Universities in NSW, 2 interstate Universities and 3 other institutions. Offers made by the local University comprised 11% of this number. Offers were in a range of faculty areas including Nursing, Combined Law, Nutrition and Dietetics, Science, Architecture, Psychology, Teaching, Tourism, Exercise and Sports Science, Mathematics and Physiotherapy.

Many of the remaining students have used their VET qualifications to enter TAFE, private providers, traineeships and apprenticeships. Entry into the workforce has also been significant.
3. Catholic Life and Mission

3.1 Catholic Heritage

The motto of St Joseph’s Catholic College is ‘Act Justly’ from the prophet Micah, and 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 people to respond generously to the love of God for humankind. The vision of the Principal of the school is that students will complete their education at the College with some appreciation of the scope and magnificence of the human mystery in the first place and, beyond that, the mystery of God.

St Joseph’s Girls’ High School was established in 1967 by the Sisters of St Joseph of the Sacred Heart with fewer than 300 students. The facilities were provided by the Archdiocese of Sydney and the parishes of the Central Coast. It was the only Catholic secondary school for girls on the Central Coast at the time. The school offered education for girls for the first four years of their secondary schooling. New premises for the school were provided by the Archdiocese in 1975 and the Central Coast parishes, particularly The Entrance Parish, to accommodate additional enrolments at the school. Enrolments rose to over 400 students.

The Sisters of St Joseph withdrew from the management of the school from 1992. Provisions for classes in Years 11 and 12 were made in the period from 1999 to 2003. Enrolments reached a peak of 940 students in 2002 and are currently at 770.

St Joseph’s Catholic College is now part of a system of Catholic schools administered by the Catholic Schools Office of the Diocese of Broken Bay. While the Josephite tradition is still strong, the culture of the Diocese is now the dominant influence in the determination of the way in which the College operates.

3.2 Religious Life of the School

Liturgy is overseen by the Leader of Religious Education and Leader of Liturgy (The College Youth Ministry Co-ordinator has 0.1 allocation for Liturgy) but many people assist in the organisation of various aspects of the Liturgy throughout the year.

Regular liturgical events are:

- Mass before school each Tuesday in the College sacred space, Shekinah;
- a whole school celebration of the Eucharist on the occasion of the Solemnity of St Joseph. St Joseph’s day is our great day when we celebrate who we are as a school community. On 19 March 2013 we celebrated with a whole school Mass in the Edmund Rice Centre. A special feature of this St Joseph’s Day celebration was the Rite of Welcome of Year 7 students, all new students and staff into our community at the Mass of the Solemnity of St Joseph in the presence of the Sisters of St Joseph. The day concluded with great celebrations including pizza and fundraising stalls for Project Compassion;
- a combined Holy Week Liturgy with St Edward’s College was held on the last day of Term 1;
- an evening Mass at Holy Spirit Church Kincumber was held to celebrate the Graduation of Year 12 students on Wednesday September 18, 2013;
- Year liturgies were held on Ash Wednesday;
- an Advent Liturgy was held in the ERC on the last day of school for 2013;
- Prayer before all assemblies;
- the Sacrament of Reconciliation for Year 11 students on their retreat; and
- Classroom prayer.
Youth Ministry Team

- The Year 11 Youth Ministry Team ran a Twilight Retreat for Year 7 students. 40 Year 7 students attended this retreat.
- The Year 11 Youth Ministry Team prepared care packages for a local nursing home and visited the residents with the packages.

St Joseph’s Catholic College is involved in Parish and Diocesan life in many ways:

- students from Year 11 and 12 attended Diocesan Praise and Worship Nights. Buses organised by the College made it possible for interested students to attend Diocesan youth ministry events;
- 15 students from Year 11, the School Youth Ministry Co-ordinator and another member of staff, joined the Diocesan group to attend the Australian Catholic Youth Festival in Melbourne from 4th to 8th December 2013;
- a small number of students attended the Gift of Grace Girls’ retreat at the end of Term 1 holidays;
- all students in Year 12 attended the CSO BYTE event at the Light of Christ Hall at Waitara;
- 25 students from Year 10 attended the Diocesan Social Justice day organised by the Catholic Schools Office;
- 15 senior student leaders (with the College Principal, Leader of Religious Education and Leader of Youth Ministry and Mission) attended the Diocesan Mission Mass;
- students of the College serve as altar servers in several of the parishes on the Central Coast; and
- ten Year 10 students acted as assistant catechists at East Gosford Primary School.

3.3 Catholic Worldview

Students at St Joseph’s have been educated in 2013 in a Catholic Worldview in many varied ways.

i. Programs in all subjects refer to Catholic perspectives that emphasise elements of the courses that are influenced by Catholic beliefs, values and standards. Of particular interest in this regard are subjects such as Personal Development and Health; Science, History and Geography. The programs in Religious Education serve to nurture a comprehensive Catholic worldview.

ii. Reflection days were held for students in Years 7 to 10:
- Year 7: Mary MacKillop and the Australian Church. Students visited MacKillop Place and Museum.
- Year 8: The Year 10 Youth Ministry class ran the Year 8 Reflection Day. Students focused on the personal gifts God gives to them.
- Year 9: The Wollongong Youth Mission Team ran the program for the Year 9 Reflection Day. The theme of the day was “God’s Love for Us”.
- Year 10: The Year 10 Reflection Day focused on Social Justice. The key-note speaker was Sam Clear. He is an amazing storyteller who shared with us his incredible 29,000 km journey, 18,000 km on foot, which was a prayer for Christian unity in love. Year 10 also attended a number of different workshops that helped them understand more about the real issues of injustice experienced by people from Australia and across the globe.
iii. **Retreats** were held for students in Years 11 to 12:

**Year 11:** In June Year 11 participated in an engaging retreat. This three-day retreat was held at the Collaroy Centre. Students thoroughly enjoyed this retreat that involved singing, listening, the Sacrament of Reconciliation administered very kindly by five Jesuit priests, and the celebration of Eucharist.

**Year 12:** Facilitated by our College Youth Minister Year 12 had the opportunity to learn traditional spiritual practices, participate in creative activities and have time for personal reflection and prayer on this two day retreat held at Lutanda, Toukley.

iv. **Social Justice.** In 2013 we had many wonderful Social Justice initiatives take place. These all indicate wonderful ways we are “connected” to each other, our local community, and global community.

  - Year 7 ran cake stalls to make money to support our school’s Vinnie’s Breakfasts at Woy Woy.
  - 8 Year 11 students went on an immersion trip to Warmun, an Aboriginal community in the Kimberley, Western Australia. Students became involved in the life of the Catholic school, helping teachers in the classroom, while learning about the reality of life for indigenous people in remote parts of Australia.
  - Year 11 students and staff ran monthly Vinnie’s Breakfasts at the Memorial Park Woy Woy to provide breakfasts to the local marginalised people.
  - Students and staff volunteered monthly with the Vinnie’s Night Patrol Van in Sydney with staff members.
  - A party of 6 Year 12 students accompanied three staff members to Mermier Bal Ashram in Mumbai, India, for another service/immersion experience in November 2013.
  - Year 7 and 8 students met weekly as a Social Justice Group. This group ran a Fair Trade Chocolate Masterchef cooking competition, knitted squares for Wrap with Love and ran an Acts of Kindness project. This group also volunteered at the Spring Fair of Glenvale School at Narara and worked closely with the children who have various disabilities.

v. **Joseph Julian and Mary Mackillop (JJAMM)**

After an inspiring JJAMM Retreat at the beginning of 2013 our College Captain and Vice-captain enthused the Year 12 leaders to run a JJAMM Day at St Joseph’s. The whole student body became more aware of their connectedness to other Josephite schools and learned more about the person of Mary Mackillop through a range of lunchtime activities and assemblies. Students decorated the school with banners and posters.

3.4 **Professional Learning in Catholic Life and Mission**

The Diocese of Broken Bay has established an [Accreditation Policy for Staff in the Diocesan School System in respect to the Mission of the Church](#) which is implemented by all systemic schools in the Diocese.

  - In 2013 four members of staff attended the Ministry for Teachers II Course.
  - The Leader of Religious Education and the Youth Ministry Co-ordinator attended one day of the Great Grace Conference in Sydney on 21st May 2013.
4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established Pastoral Care and Behaviour Management and Student Discipline Policies including Student Welfare and Anti-Bullying, which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

4.2 School Implementation of Diocesan Policy

St Joseph’s fully endorses all the Diocesan policies and practices related to pastoral care, behaviour management and discipline, anti-bullying, anti-harassment and drug education.

Pastoral care at St Joseph’s “...has as its focus the life of Jesus Christ..... is concerned with the dignity and integral growth of the person..... is a responsibility entrusted to all members of the faith community...... is a force for healing, reconciliation and liberation and is an expression of and commitment to justice.”

The Catholic culture of the College is demonstrated by the prominence of the Eucharist at community celebrations, the formal induction of new students and staff during Mass on St Joseph’s Day, and in the care and support given to every student to meet her spiritual, academic, social, emotional and physical needs.

Students are acknowledged and encouraged through the College’s Awards program. Merits affirm positive behaviour choices and accumulate towards MacKillop awards. Community Service and MacKillop awards allow students to qualify for Bronze, Silver and Gold awards. Students respond to the positive reinforcement inherent in this program and there continues to be a marked decline in the number of detentions allocated. Students are also acknowledged for extraordinary contribution to the community and actions that demonstrate outstanding character traits with a special Student Achievement Award presented at College assembly.

The pastoral leadership team continued to develop and refine the student leadership program in 2013. This is a program through which students learn about leadership and learn to lead during their time at the College, eventually becoming MacKillop women empowered to lead within the wider community. It is based on the idea that learning leadership is a journey of understanding – understanding that leadership is learned; understanding that the skills of leadership are acquired by practising leadership; and understanding that we must learn how to lead ourselves before we can lead others. Learning Leadership units are an integral part of the College’s formal pastoral program. Students learn about leadership and develop knowledge and understanding about what it means to be a leader, values and attitudes people expect to see in their leaders and skills and behaviours of effective leaders. Additionally, students are provided with opportunities to acquire and practise the skills and behaviours of leaders as they learn to lead. Students have the opportunity to lead as library, canteen and office assistants in Year 9, Peer Mentors in Year 10, Peer Mediators and Peer Tutors in Year 11 and House leaders in Years 11 and 12. Student leaders are active participants in building community and engaging their peers in the life of the College.

The Pastoral Care and Student Wellbeing program was introduced in 2012. Pastoral teachers in each year are provided with structured lesson plans and resources to achieve the outcomes of the Years 7 – 12 Program. The program is evaluated by teachers and students at the end of each year to assess its efficacy and relevance. Teacher and student feedback throughout 2012 was used to update the 2013 program that saw the introduction of new themes in Years 9 and 10 in particular.
Pastoral care at St Joseph’s is concerned with the dignity and growth of the human person. This can be seen in the way in which teachers show respect for their students in the classroom. Student behaviour is managed with attention to the needs of the student as well as to the needs of the whole class. Complaints, grievances, and misconduct are addressed with reference to Choice Theory and the principles of restorative justice and procedural fairness so that relationships between teachers and students and between students and students are supportive and respectful.

4.3 Pastoral Care of Families

At St Joseph’s, pastoral care extends to all members of our community including the families of our students. The College is fortunate to have the services of an educational psychologist (8 days per fortnight) who is able to assist students and their families to access help on issues of mental and emotional wellbeing. This may lead to referral to outside agencies. Parents are able to access the College counsellor to discuss their concerns about their daughter’s wellbeing.

Year Leaders provide support to the students in their year group and their families in times of crisis. This may include providing meals and food hampers for families in need and co-ordinating the community to provide support through prayer.

There is a successful orientation of students transitioning to our school particularly for students entering Year 7. The College Leadership team and Year Leaders welcome new parents at a barbeque at the beginning of each year so parents can share the experience of their daughter as she begins a new stage in her education.

The College Counsellor facilitates a 4 week Living with Teens program. Parent information evenings focusing on curriculum and student well-being issues are held for the parents of each year group. Additional information evenings are also scheduled to assist parents. Elevate Education presented tips on learning and studying skills to parents in 2013 so they could support their daughters’ learning and studying.

4.4 Resolving Issues

The Diocese of Broken Bay has established a Complaints Handling Policy and Procedures which is implemented by all schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

4.5 Work Health and Safety

Each school is required to implement and comply with the Diocesan School System Work Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS adopted by the CSO for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a ‘safe and supportive’ environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school’s compliance with WHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office’s Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.
5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

The approach to teaching and learning taken by teachers at St Joseph’s during 2013 was to:

- successfully implement the cross-curricula pedagogical initiative *Connected Learning* for Year 7 to assist in their development of 21st century skills and to equip them for the self-directed learning that is required throughout Stages 5 and 6;
- implement the new House based mixed ability classes as part of the continued integration of CELL framework (which focuses on Connecting, Engaging, Leading and Learning) within teaching and learning practice;
- continue the integration of ICLT into teaching and learning practices with strategies to utilise web 2.0 tools and innovative software as an aid in research, problem solving and presentation skills;
- continue to integrate the Quality Teaching Framework into teaching and learning practices to meet the wide range of needs of learners in the classroom;
- continue to utilise a range of assessment items and effective feedback strategies across all Key Learning Areas to improve student learning outcomes;
- analyse data including the RAP, NAPLAN, De Courcy Analysis and CSO packages to inform teaching and learning practices; and
- engage with the newly launched College library website *LibGuides* – centralising all online resources enabling students to conduct research and access information such as Destiny, online databases and subject specific material within one convenient location.

Throughout 2013 the College continued with a focus on the initiatives:

- participation in the joint research program with Newcastle University, *Quality Teaching Rounds*, with a focus on strengthening the implementation of the Quality Teaching Framework and the effective integration of ICLT into lesson delivery. Lesson observation and reflective discussion are features of this program;
- effective integration of one-to-one tablet devices and e-textbooks within teaching and learning in Year 7;
- development of teaching and learning programs in preparation for the implementation of the National Curriculum in NSW for English, Mathematics, Science and History in 2014; and
- development of pedagogical focus in ICLT with the implementation of the Catholic Schools Office Lighthouse initiative.
5.2 Student Achievement

Students in Years 7 and 9 undertook tests as part of the National Assessment Program - Literacy and Numeracy (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- **In Year 7**, students placed in Band 4 are achieving below the national minimum standard. Students in Band 5 are achieving at the national minimum standard. Students in Bands 6-9 are performing at a standard deemed above the national minimum standard. Students in Bands 8 and 9 are “at proficiency”.

- **In Year 9** students in Band 5 are achieving below the national minimum standard. Students in Band 6 are achieving at the national minimum standard. Students in Bands 7-10 are performing above the national minimum standard. Students in Bands 9 and 10 are “at proficiency”.

- Students who were exempted from any test were deemed not to have met the national minimum standard in that test area.

- State data for Band distributions is sourced from the School Measurement and Reporting Toolkit (SMART2), developed by NSW Department of Education and Communities. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN Summary Report (Preliminary Results for Achievement) published by the Australian Curriculum, Assessment and Reporting Authority (ACARA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.

- In the 2013 cohort, there were (159) students in Year 7 and (169) students in Year 9.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving the national minimum standard are outlined separately for Years 7 and 9. Additional information can also be accessed from the *My School* website ([http://www.myschool.edu.au/](http://www.myschool.edu.au/)).
### Band Distributions (%) – Year 7

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<th>Band 7</th>
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- In every test area a higher percentage of the College cohort achieved above the national minimum than was the case with state and national cohorts. It was very pleasing to note that in the areas of Reading, Writing and Numeracy 100% of students were above the national minimum whilst in Spelling and Grammar and Punctuation it was 99% and 97% respectively.

- The College has maintained or improved results compared to the national minimum percentages from 2012 to 2013 in the areas of Reading, Writing, Spelling and Numeracy.

- In Writing 100% of the College cohort was at or above the national minimum standard, 10.7 percentage points above the national result and 10.8 percentage points above the state result.

- In Grammar and Punctuation the percentage of Band 9s achieved is above that achieved on a national level and in all test areas the percentage of Band 8s achieved is above the national result.

- There was an overall decline in the numbers in Bands 8 and 9 in 2013 from 2012. However, there was a significant increase in the numbers in the middle Bands in 2013 from 2012. Teaching strategies to facilitate maximising student learning outcomes will be a focus in 2014.

- The College will engage a Literacy Resource Facilitator for 1 day per week during 2014. This teacher will implement a program of Literacy support for a number of students who achieved in the lowest two bands. Targets will be set for these students at the beginning of 2014 and will be assessed throughout the year for progress. Class programs will also have Literacy strategies further embedded.
### Band Distributions (%) – Year 9

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<th>Band 5</th>
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</table>

- In every test area a higher percentage of the College cohort achieved above the national minimum than was the case with state and national cohorts.
- In 2013 a particular area of success to note is Writing where the percentage of students at or above the national minimum was 12.4 percentage points above the national result and 13.0 percentage points above the state result.
- In 2013 other particular areas of success are the continued improvement in the percentage of students who achieved at or above the national minimum in Reading with 99% of the cohort in 2013 as compared to 97% in 2012 and in Spelling with 96% of the cohort in 2013 as compared to 95% in 2012.
- There was an increase in the number of Band 10 in 2013 in all test areas from that achieved in 2012.
- The College will engage a Literacy Resource Facilitator for 1 day per week during 2014. This teacher will implement a program of Literacy support for a number of students who achieved in the lowest two Bands. Targets will be set for these students at the beginning of 2014 and will be assessed throughout the year for progress. Class programs will also have Literacy strategies further embedded.
Record of School Achievement (RoSA)

In 2011, the NSW Minister for Education announced that School Certificate tests would not continue beyond that year. From 2012, 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. Six students at the College requested a RoSA in 2013.

Higher School Certificate

The College celebrated the highly successful HSC results achieved by the Year 12 class of 2013. 98 students completed the Higher School Certificate. One student was honoured for her outstanding achievement of placing first in course in Studies of Religion 1 unit and was presented a Certificate for Excellence from the Minister of Education. A total of 40 places on the NSW Distinguished Achievers List were awarded to students who studied HSC courses at the College.

St Joseph’s offered a total of 32 HSC courses in 2013 and of those, 18 courses were above state average. The number of Bands 5 and 6 (which is equivalent to an HSC mark of 80 or above) awarded to the 98 students was 183. These commendable results placed St Joseph’s amongst the highest performing schools on the Central Coast.

5.3 Extra Curricula Activities

Students actively participated in a wide variety of excursions, forums and enrichment activities and also engaged with guest speakers throughout 2013. These activities complemented the quality learning and teaching in all Key Learning Areas. As well, St Joseph’s Catholic College ran an extensive extracurricular program to enrich and diversify the education of our students:

- choir;
- dance troupe;
- private and group music tuition in voice, drums, guitar and keyboard;
- Liturgical band for Masses and Liturgies;
- drama, dance and music nights, drama competitions, theatre sports competitions;
- performances in local churches, shopping centres, libraries, nursing homes and primary schools;
- various external visual arts and photographic competitions;
- social justice action group;
- afternoon tea for the aged;
- St Vincent de Paul night patrol;
- St Vincent de Paul Woy Woy - volunteer program to prepare and serve breakfast and lunch;
- immersion trips to India and the Kimberley;
- attendance at Catholic Youth Festivals;
- debating; and public speaking; and
- representative sport in golf, hockey, triathlon, touch football, oztag, futsal, athletics, water polo, basketball, netball, swimming, surfing, surf lifesaving, tennis, squash, lawn bowls, beach volleyball, volleyball, cross country and soccer.
College representative sporting team achievements for the 2013 year include:

**Basketball**
- BBSSSA junior team - winners
- BBSSSA intermediate team - winners
- BBSSSA senior team - winners
- NSWCCC Regional intermediate team (Years 9/10) - winners
- NSWCCC State finals open team - runners up
- NSWCCC intermediate team – state champions

**Futsal**
- Central Coast Regional U/14 – winners

**Netball**
- BBSSSA junior team – runners up
- BBSSSA intermediate team – runners up

**Oztag**
- Central Coast Years 7/8 team – winners
- Central Coast Years open team – winners

**Soccer**
- BBSSSA U/15 team – winners
- Bill Turner Cup U/15 Central Coast champions

**Tennis**
- BBSSSA open team – runners up
- NSWCCC State Championships – winners
- NSW All Schools – runners up

**Touch Football**
- NSW All Schools Years 7/8 Central Coast- winners

**Surfing**
- Central Coast Championships - winners

Total College individual sporting representations for the 2013 year:

- BBSSSA 19
- NSWCCC 8
- NSW All Schools 1
5.4 Professional Learning

During 2013 the staff were involved in a variety of professional learning opportunities:

- meet the HSC markers and workshops for several Key Learning Areas;
- marking of Studies of Religion workshops for two teachers over two days;
- Catholic Schools Office (CSO) support days for new and beginning teachers to the Diocese;
- CSO NSWIT professional learning days for supervisors, new and beginning teachers;
- commencing and continued study in the completion of the Graduate Certificate in Religious Education through the BBI and the University of Newcastle for several staff;
- internal programs with staff on the implementation of ICLT and the CSO pilot training in the implementation of the Windows 8 operating system and trialling of new laptop/tablet devices;
- internal programs with Leaders of Learning on Board of Studies updates and Catholic School Office compliance requirements;
- continued training in new suite of software for administration staff;
- PHRIS training for key staff;
- ongoing EDUMATE training for all staff as new modules are rolled out;
- staff spirituality day for all staff;
- CPR training for all staff;
- asthma and anaphylaxis training for all staff;
- child protection training for all staff;
- data analysis support for Leaders of Learning;
- facilitating and participating in the multi-day Josephite colloquium for five staff;
- participating in the Ministry for Teachers program for several staff;
- participating in the Quality Teaching Rounds PL run by Newcastle University for all staff;
- completion of the Quality Teaching Rounds involving lesson observation and teacher reflection and discussion for nine groups of teachers with 3-4 teachers per group;
- participating in several video conferences and CSO network meetings for Leaders of Learning in English, Mathematics, Science and HSIE to plan the implementation of the National Curriculum for Years 7 and 9 in 2014;
- program writing over several days for the National Curriculum for each of the faculties: English, Mathematics, Science and HSIE;
- video conferences and CSO network meetings for Leaders of Learning and the Leader of Learning and Teaching;
- Pastoral care and student wellbeing networks for Leaders of Year and the Leader of Student Wellbeing;
- training and PL in the updated curriculum frameworks for VET staff;
- MANSW three day conference for several Mathematics teachers;
- HSIE workshops held in the Lismore Diocese for two HSIE teachers;
- participating in a variety of PL workshops and training days relevant to the pedagogy specific to their KLA for a range of staff across the college;
- training in the CSO Lighthouse - Google Apps for several staff over two days; and
- information session of the CSO Lighthouse initiative for all staff.
6. Strategic Initiatives

6.1 2013 Priorities and Achievements

The theme for 2013 was the Year of Learning – learning more about engaging in the faith and spiritual dimension of the College, developing and implementing a project based learning initiative in Year 7 in conjunction with a 1:1 laptop program and learning about using leadership to build community. The following achievements were made during 2013.

Catholic Life and Mission

- An increased number of students in Years 7-12 attending Tuesday morning Mass, participating in College liturgical events.
- A significant increase in the number of Year 10 students joining the Youth Ministry and forming a new senior ministry team for 2014.
- Two members of the College leadership team and two Leaders of House attended the Josephite Colloquium to facilitate the broadening and deepening of the Josephite charism across the College.
- A College staff member selected as a co-facilitator of Colloquiums for staff and JJAMM student leaders’ conferences.
- Engagement with the significant Feast day and community celebrations of the College community.
- Year Leaders and Leaders of House worked closely with the Youth Minister on a variety of social justice initiatives throughout the year.
- Continued to build the relationship with the Warmum Community in the Kimberly with Year 11 students.
- Four staff members enrolled in the Ministry of Teachers 1 program.

Learning and Teaching

- Introduced and completed a Year 7 Connected Learning Project that achieved outcomes in RE, HSIE and English. Students worked in small groups to explore and answer the question ‘How do you get someone to do what you want?’ Groups presented their project to a parent audience at a Connected Learning Expo in November.
- The successful implementation of a Year 7 Laptop program to integrate ICLT initiatives across all Key Learning Areas and with the Connected Learning Project.
- Developed teacher competencies in the use of NAPLAN data from 2013 to inform teaching and learning strategies for students in Years 8 and 10.
- Increased number of teachers using RAP and DeCourcy data to inform learning and teaching of HSC classes in particular.
- Groups of teachers participated in a Quality Teaching Rounds program and strategies for implementing ICLT to facilitate effective learning.
- Parents and staff successfully used the PTO online booking process to enhance effective and efficient management of parent teacher evenings.
Pastoral Care and Student Wellbeing

- Pastoral teachers continued their relationship with the pastoral class from 2012 strengthening their connections with their class. They also supported students as they developed greater connections with each other.
- Increased numbers of students willing to be involved in the student leadership programs that build community - peer mentoring, peer mediation and peer tutoring.
- Many more students participated in co-curricular activities across a broad range of areas. Most activities are House based and this led to a noticeable increase in House identity/spirit. This was particularly noticeable on whole school activity days such as sports carnivals and St Joseph’s Day.
- A significant revision of the student wellbeing and pastoral program was undertaken on the basis of an evaluation of the 2012 program. This increased the level of engagement in lessons throughout 2013.
- Teachers used the welfare module of Edumate more effectively throughout the year to manage student behaviour.

Several students in Year 10 completed the MacKillop Project – evidence of their increased engagement with social justice and community service initiatives.

6.2 2014 Priorities and Challenges

These goals were identified in the 2014 School Improvement Plan.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Annual Goal</th>
<th>Targets - by the end of 2014:</th>
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<tbody>
<tr>
<td>Catholic Life and Mission</td>
<td>All staff and students will have a common understanding of the implications of discipleship.</td>
<td>• Increased staff involvement in areas of Catholic life and mission; retreats, reflection days, St Vincent de Paul, Mary Macs, immersion trips, weekly Mass.</td>
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<td>• Increased number of students engaged in peer to peer ministry.</td>
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<td>• Increased number of students attending weekly Mass.</td>
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<td>• Provided the opportunity for annual Years 7-9 Reconciliation.</td>
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<td>• Used RE literacy test data from Year 7 to inform learning and teaching.</td>
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<tr>
<td>Learning and Teaching</td>
<td>Enhance learners’ capacity to use technology and contemporary tools for learning and teaching. Increase the effective use of current data to inform learning and teaching.</td>
<td>• Completed the 2nd year of the Year 7 Connected Learning Project (a cross-curricular project designed to develop 21st century learning skills).</td>
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<td>• Increased the integration of technology and contemporary learning tools across key learning areas through the use of Years 7 and 8 one-to-one devices.</td>
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<td>• Increased participation in the QTR program facilitated by Newcastle University.</td>
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<td>• All key learning areas using NAPLAN, RAP and HSC data from 2013 to inform learning and teaching.</td>
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<td>• Implemented Years 7/9 Australian curriculum in English, Maths, Science,</td>
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</table>
| **Pastoral Care** | History.  
- Developed Years 8/10 Australian curriculum programs in English, Maths, Science, History.  
- Expanded learning opportunities to cater for the learning needs of all students.  
- Launched the student and parent portal of Edumate to connect students and parents to the Catholic life and mission, Learning and Teaching and pastoral dimensions of the College.  

**Pastoral Care**  
Enhance student engagement with learning, their connections with each other and their wellbeing by:  
- improving punctuality and attendance; and  
- increasing participation in and support for college and community initiatives.  

- An analysis of the quality of pastoral care and wellbeing using the School Audit Tool from the Pastoral Care and Wellbeing for Learning Framework for DBB schools.  
- Identified particular pathways in the Framework for development and improvement in 2015.  
- Increased teacher and student engagement in pastoral lessons  
- Significantly improved student punctuality to morning pastoral and all lessons throughout the day.  
- A 50% reduction in daily unexplained late sign-ins.  
- Increased participation in house/pastoral class activities on community days (St Joseph’s Day, JJAMM afternoon, carnivals).  
- Increased rate of volunteerism for social justice initiatives (night patrol, Vinnies breakfasts, Mary Macs).  
- Higher proportion of Year 10 students successfully completing the MacKillop Project.  
- Increased applications in August 2014 for student leadership positions for 2015.  
- The awards feature of the welfare module of Edumate will be fully operational with staff employing it with confidence to positively acknowledge students.  
- Reduced incidence of bullying measured by the 2014 safe schools survey. |
7. Parent Participation

7.1 Introduction

Parents are invited to participate in the College community in a variety of areas. In 2013 parent participation was appreciated through involvement in areas such as Parent Information evenings, Parent Forums and Parent/Teacher evenings.

An open invitation is extended to parents to attend our College Masses, sporting carnivals and gala days, and celebratory functions such as our Year 12 Farewell activities and leadership induction ceremonies.

A major challenge continues to exist for the College community to provide further support for the small number of parents who regularly make a large contribution of their time.

The challenge is to reach the broader parent body and encourage them to be involved in the life of the College in ways that facilitate social interaction and the provision of improved educational opportunities for all.

7.2 Parent Satisfaction

Parent satisfaction has been measured in 2013 through parent interviews and feedback from Information Evenings and Parent/Teacher interviews.

Parents have recorded a high level of satisfaction and appreciation for the level of commitment and dedication of the staff of St Joseph’s. Acknowledgement was made of the positive relationships that were formed between all members of the College community.

Parent satisfaction is also evident in regard to the development of Technology at St Joseph’s, especially in regard to teaching and learning within the College and with the introduction of the 1:1 tablet device for the Year 7 cohort.

Parents also recognised the breadth of extra-curricular activities and opportunities available to their daughters within the College as a benefit to the development of their child’s overall education.

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the "myschool" website at http://www.myschool.edu.au. Diocesan system financial reporting can be found in the Diocesan school system Annual Report, which will be available at http://www.csodbb.catholic.edu.au

The contents of this annual report have been validated by the School’s consultant, Ray Werren.