

St Joseph's Catholic College, East Gosford

Annual School Report to the Community

2014



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**Principal**

Mr Anthony McCudden

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## ABOUT THIS REPORT

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St Joseph's Catholic College (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School 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 School 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 School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

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## SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

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### **Principal's Message**

The focus for 2014, for all members of the School community, was on building positive relationships and achieving their personal best in all endeavours. The School underwent some significant changes in 2014 with a new principal and assistant principal taking on these roles from the beginning of the year.

Inside the classroom, the students and teachers embraced their opportunities to work together to develop their learning. For Year 7 the *Connected Learning Program* was further developed to include a unit called *Wonder of Water (WOW)*. The *Connected Learning Expo* at the end of the year, where students worked in small groups to present their work to an audience of their parents, family, teachers and peers was extremely successful. The one-to-one computer program was further developed in the School to now include Year 7 and 8 students.

Outside of the classroom, the students were involved in a variety of sporting, performing arts, debating and public speaking competitions. Student involvement in the many community days and social justice initiatives gave life to our School motto 'Act Justly' and showed their support for our School values of Hope, Justice, Respect and Compassion.

### **Parent Body Message**

Parents were actively involved in a variety of activities throughout 2014, including 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 swimming and athletic carnivals, at many other sporting and cultural events, as well as helping to supervise and run the combined discos with the neighbouring boy's school, St. Edward's College East Gosford. Parents and staff 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. Surveys of parents, conducted throughout the year, indicated an overwhelming level of satisfaction in the way the School operates and of 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 2014 the SRC were responsible for the design of the new student bathrooms and for the new design of the student track suit top. They also led many fundraising and community service initiatives and gave wonderful witness to our School values.

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## SECTION TWO: SCHOOL FEATURES

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### School Features

St Joseph's Catholic College East Gosford, is a Catholic systemic girls school.

The School 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 called Our Lady of the Rosary School in the church located in Donnison Street Gosford in 1910. After a number of location 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, Compassion) emanating from our Catholic worldview. These values connect all we do. The School 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 School 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 care approach is a key part of planning for students' wellbeing, effective learning and to develop 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 School 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.

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## SECTION THREE: STUDENT PROFILE

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2014. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
837	0	42	837

\* Language Background Other than English

### Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

### Student Attendance Rates

The average student attendance rate for the School in 2014 was 91.50 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	93.90 %
Year 8	91.20 %
Year 9	91.80 %
Year 10	89.20 %
Year 11	91.40 %
Year 12	91.50 %

### 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 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
- 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 CSO and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System](#) (password required).

### **Student Retention Rate**

Of the students who completed Year 10 in 2012, 92% completed Year 12 in 2014.

### **Senior Secondary Outcomes**

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

<b>Senior Secondary Outcomes; Year 12, 2014</b>	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	25%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

## **Post School Destinations**

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

The 2014, 80 Year 12 students, approximately 78% of the cohort, received offers made by the University Admissions Centre for university entrance. University placements were offered from ten universities across NSW. Many other students have commenced TAFE study, traineeships and employment.

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## SECTION FOUR: STAFFING PROFILE

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### Staffing Profile

The following information describes the staffing profile for 2014:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
66	21	87

\* This number includes 51 full-time teachers and 15 part-time teachers.

### Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School](#) website.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	66
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Day 1	Focus topics on 'Child Protection', 'Disability Standards for Education' and 'IT Training'.
Day 2	Staff Spirituality Day - theme of 'Our Call to Love'
Day 3	Focus topic on 'Staff and Student Wellbeing' using the MindMatters framework.

During 2014, staff were involved in a variety of PL opportunities, including;

- meet the HSC markers and workshops for several Key Learning Areas
- Catholic Schools Office support days for new and beginning teachers
- ongoing EDUMATE training for all staff as new modules are rolled out
- CPR training for all staff
- Child Protection training for all staff
- program writing over several days for the National Curriculum for each of the faculties: English, Mathematics, Science and HSIE
- Pastoral Care and Student Wellbeing networks for Leaders of Year and the Leader of Student Wellbeing.

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## SECTION FIVE: MISSION

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Catholic schools in the Diocese of Broken Bay exist to educate and form young people in a Catholic Community of Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore the philosophical core of all the priority areas and of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of life and how we live it. In the words of Bishop David Walker, it is 'experiencing life through the eyes of our Catholic faith'.

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 people to respond generously to the love of God for humankind. The vision of the principal is that students will complete their education at the School with some appreciation of the scope and magnificence of the human mystery in the first place and, beyond that, the mystery of God.

The mission of the School community is to empower young women, who are shaped by their relationship with Jesus Christ within the Catholic tradition and inspired by St Mary of the Cross MacKillop, to make a difference in the world.

At St Joseph's our students are supported and challenged to

- develop relationships founded on discipleship and the Gospel
- strive for personal excellence and purpose
- develop their unique gifts and talents
- value learning and reflection that provide a foundation for individual growth and wellbeing
- act with courage, strength and gentleness in the service of others and in the stewardship of our earth
- value education as the foundation for achieving change in the world
- lead with compassion, serve with respect, pray with hope and act justly.

### Secondary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for secondary education. The BOSTES Key Learning Areas (KLAs) are English, Mathematics, Science, Human Society and its Environment (HSIE), Creative Arts (CA), Personal Development, Health and Physical Education (PDHPE), Languages, Technological and Applied Studies (TAS) Years 7-10 / Technology Years 11-12, Vocational Education and Training (VET). In 2014 the School implemented the new NSW syllabus for the Australian Curriculum in English, Mathematics, History and Science for the required student year groups. Information about the phase-in period for the new syllabuses can be found on the [BOSTES](#) website. In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

The approach to teaching and learning taken by teachers at during 2014 was to:

- implement the Australian Curriculum in English, Mathematics, Science and History for Year 7 and Year 9
- build on the successful implementation of the Year 7 cross-curricula project *Connected Learning*; this collaborative teaching program incorporates learning across the curriculum and the development of contemporary research skills, problem solving ability and presentation skills
- increase capacity to use technology to enhance learning and teaching across key learning areas – integration of the Google Drive platform to upload and share information through the CSO *Lighthouse* initiative
- utilise a range of data to assist reflective teaching practice and to inform teaching and learning
- continue ongoing professional dialogue to further embed the *Quality Teaching Framework* into lesson delivery
- continue the development of literacy strategies into teaching and learning practice
- strengthen inclusiveness within the classroom to meet the wide range of student learning needs through curriculum differentiation and specific programming
- continue to utilise a range of authentic assessment items and effective feedback strategies as part of the teaching and learning process to improve student learning outcomes.

Throughout 2014 the School continued with a focus on the initiatives:

- writing programs and developing resources to prepare for the implementation of the Australian Curriculum in English, Mathematics, Science and History for Year 8 and Year 10 in 2015
- effective integration of one-to-one tablet devices and e-textbooks within teaching and

learning in Year 7 and Year 8 – intensive training program by specialist trainers in Term 1 to assist with student management of devices

- development of a pedagogical initiative in Year 8 for gifted and high ability learners to be implemented in 2015 – the program will incorporate the *Future Problem Solving* program to a group of identified students
- integration of structural innovations in timetable planning for 2015 to reduce disruptions in Year 12
- development of an expanded awards structure to acknowledge academic achievement and application per semester commencing in 2015.

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## SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

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### 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 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	32.00 %	29.20 %	14.90 %	18.90 %
	Reading	30.90 %	29.00 %	8.70 %	15.90 %
	Writing	25.80 %	15.50 %	18.00 %	28.60 %
	Spelling	35.90 %	30.60 %	10.20 %	17.20 %
	Numeracy	23.50 %	28.60 %	18.70 %	17.30 %

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	29.20 %	19.60 %	14.90 %	26.80 %
	Reading	39.20 %	21.30 %	12.40 %	22.70 %
	Writing	35.70 %	14.80 %	14.30 %	38.00 %
	Spelling	29.80 %	23.70 %	9.10 %	22.40 %
	Numeracy	27.80 %	24.00 %	11.30 %	20.70 %

### NAPLAN Comments

## Year 7

- The 2014 Year 7 cohort achieved a greater percentage of students in the top two bands in all aspects of literacy than the national cohort. In the writing strand the School achieved 10.3% more Band 8 and Band 9 results than the national result.
- The School has maintained or improved results in Band 8 and Band 9 from 2013 to 2014 in the areas of writing, spelling and grammar and punctuation.
- The percentage of Year 7 students in all content strands of literacy in the bottom two bands is at least 4% below the number of students in these bands at national level. Of particular note, the writing strand is 10.6% below the national level of Band 4 and Band 5 results.
- The cohort achieved fewer Band 8 and Band 9 results in numeracy than Year 7 students scored nationally in this strand. Class programs will have targeted numeracy strategies further embedded in 2015 to address this finding.

## Year 9

- In all aspects of literacy and numeracy the School cohort achieved a higher percentage of students in the top two skill bands than the national cohort.
- In 2014 particular areas of success to note are the writing strand where the percentage of students achieving a Band 8 or Band 9 is 20.9% above the national percentage and the Reading strand which is 17.7% above the national result.
- Improvements with the number of students achieving a Band 8 or Band 9 from 2013 to 2014 in all aspects of literacy and numeracy is noted.
- The percentage of Year 9 students in the bottom two bands in all test components is significantly lower than the number of students in these bands at a national level.

An outcome from the analysis of these results, will be to engage a literacy resource facilitator and utilise the expertise of the learning support team during 2015 to provide intensive literacy support for a number of students who achieved in the lowest two bands. Outcomes will be set for these students at the beginning of 2015 and will be assessed throughout the year for progress.

### **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 2014, the number of students issued with a RoSA was 10.

### **Higher School Certificate**

The results of the School's Higher School Certificate candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands, compared to State results, over the last three years.

102 students received the HSC credential in 2014 with 95 students eligible for an ATAR, the highest being 95.80. Thirty-four (34) HSC courses were studied. The HSC mark achieved in more than half of all BOSTES developed courses was significantly above the State mean. One student had her Visual Arts major work selected for Artexpress. Students showed substantial learning gain in several HSC subjects including Legal Studies, Modern History and Senior Science. Explicit teaching and learning strategies to improve student performance and maximise HSC results are a priority in all KLAs in 2015.

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## SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

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### **Pastoral Care Policy**

The School's pastoral care and student wellbeing policies 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 (2011) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

### **Behaviour Management and Student Discipline Policy**

The School's policies and procedures for the management of student behaviour are aligned to the *Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools*. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

### **Anti-Bullying Policy**

The School's Anti-Bullying Policy is based on and informed by the *Anti-Bullying Policy for Diocesan Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

The School's Anti-Bullying Policy is well promoted and available to all members of the School community. The policy is clearly articulated on the School website under the heading 'Peer Relations and Anti-bullying'. The School seeks to provide a safe and caring environment for all its members. Our School values underpin the way we connect to others and interact with them. The policy clearly explains 'what is bullying' and identifies a list of possible types of bullying, including physical, verbal, non-verbal, extortion, property, electronic and psychological. The policy also identifies procedures for reporting bullying, including suggestions on what students can do to

report bullying and what parents can do to support their daughter if they are being bullied.

### **Complaints and Grievances Policy**

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

### **Initiatives Promoting Respect and Responsibility**

St Joseph's were involved in the following initiatives throughout 2014 to promote respect and responsibility:

- Pastoral teachers continued their relationship with the pastoral class from 2013 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. These were further embedded into the culture of the School. Training and opportunities to lead were given to the girls to enhance their leadership skills
- Further strengthening of the House System by giving more time to vertical activities during the pastoral lessons. This also enabled students to build greater connections with the girls from other years in their house.
- 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.
- Several students in Year 10 completed the MacKillop Project – evidence of their increased engagement with social justice and community service initiatives. Fundraising events and community days further strengthened their knowledge and awareness of social justice issues and gave them many opportunities to get involved. Greater involvement with “Sit and Chats” with the elderly of Woy Woy parish and the helping with the serving meals with *Mary Macs* at Woy Woy.
- Development of student voice with the further development of the SRC. The need to increase student voice in the College was a priority. Also the need for them to see that they were making a difference by us taking on board their suggestions. Achievements of the SRC in 2014 included:
  - the instillation of water coolers in the school

- the design of art work for these water coolers
- the addition of more lunch time with the boys with St Edwards College
- the design and roll out of a school cardigan
- design and roll out of new school shorts for sport
- design and rollout of the new school sports jacket
- selection of colour scheme for the upgrade of classrooms
- selection of colour scheme and design for the upgrade of the toilets.

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## SECTION NINE: SCHOOL IMPROVEMENT

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Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the *Diocesan Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

### Key Improvements Achieved

A number of achievements were made in 2014 as a result of initiatives implemented to support SIP goals. These achievements are summarised as follows:

- In the area of Mission, the introduction of a reconciliation program for students in Years 7 to 9, an increase in student attendance at Tuesday Mass, an increase in the number of students involved in peer to peer ministry and an active encouragement for staff to be involved in areas Mission were all significant achievements.
- From a Learning and Teaching perspective the introduction of the WOW project in Year 7 Connected Learning, the implementation of the Year 7 and 9 National Curriculum in English, Mathematics, Science and HSIE, the improved use of data from NAPLAN, RAP and HSC to inform learning and teaching, and the launch of the student portal of EDUMATE all contributed to support our strong focus on learning and teaching.
- In the area of Pastoral Care the major achievements were an improvement in student punctuality to school and to class, the implementation of the welfare module in EDUMATE, and an increased number of students who involved themselves in School community days and volunteered for social justice initiatives.

### Priority Key Improvements for Next Year

As part of the goal setting for 2015-2017 the School has highlighted three main areas for improvement for the next three years. These areas are aligned to the SIP domains and goals as follows:

- *Mission: To foster the total personal and spiritual growth of each young person. To draw young people into responsible participation in the life and mission of the catholic faith community. To empower young people to live as disciples of Jesus Christ in today's world.*
- *Learning and Teaching: To develop confident, literate and numerate, independent learners equipped with 21st century skills and motivated to achieve their potential.*
- *Pastoral Care and Student Wellbeing: To improve student wellbeing, motivation, engagement and connection.*

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## SECTION TEN: COMMUNITY SATISFACTION

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

### Parent Satisfaction

Parent satisfaction was measured in 2014 through parent surveys that were distributed at the parent/teacher evenings for Years 7 to 10. The overall level of satisfaction for the way the School operates and the quality of care and education provided to the students was very high. The highest levels of satisfaction came the following questions;

- I feel welcome when I visit the college
- I am satisfied with the way the college communicates with parents and carers
- The college provides students with opportunities to develop their strengths
- All students at the college are encouraged to try their best and have high expectations for themselves
- The college sets clear, high expectations for student behaviour
- Students at the college learn about resilience and how to cope with different things in their lives
- Students have a strong sense of belonging and connection to this college
- I am satisfied with the experiences the college provides to students to develop their faith
- I feel the college provides strong guidance and support to my daughter(s) to be *the best person she can be*.

### Student Satisfaction

A student survey, completed by all students from Years 7 to 12, indicated a very high level of satisfaction on how the School deals with a variety of issues and supports students in their learning and in their personal development. Areas that scored particularly high responses were:

- Positive communication and quality relationships; in particular *I like this school* and *I feel safe at my school*
- Policies and practices related to student wellbeing; in particular *Our school helps students sort out conflicts and friendship issues with other students* and *Our school encourages students to contribute their ideas about school policies and practices*.
- Learning and Teaching - student wellbeing curriculum; in particular *We learn about different health issues, including mental health and wellbeing*.
- Learning and Teaching - engagement, interest; in particular *Students who need extra help with learning get support from teachers and other students* and *Students are encouraged to try their best and have high expectations of themselves*.

## Teacher Satisfaction

A survey of all staff in 2014 gave light to many very positive aspects staff endorsed as being high in their level of satisfaction. The survey questions that scored the highest levels of satisfaction, between 90% and 100%, were:

- I provide support to colleagues experiencing personal or professional difficulties
- I am a proud member of our school community
- I get on well with the students at the school
- I am given particular roles and responsibilities at the school
- Our staff celebrates each other's achievements and events like birthdays
- Our staff are highly committed and set high professional standards
- Our school is a safe and secure place in which to work
- New members of staff are welcomed, valued and supported at the school
- I plan, work and share practice and resources with my colleagues
- I am well informed about the school's policies
- Our staff has opportunities to socialise and connect with each other
- There is a strong sense of collegiality amongst our staff
- Our staff understands, supports and cares for one another
- I have a good relationship with the college's leadership team
- I feel valued at my school.

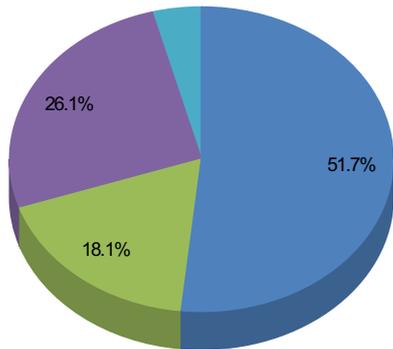
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## SECTION ELEVEN: FINANCIAL STATEMENT

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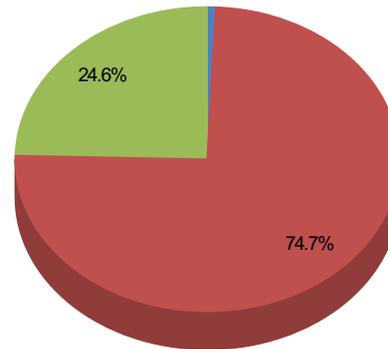
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (51.7%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.1%)
- Fees and Private Income (26.1%)
- Other Capital Income (4.1%)

Expenditure



- Capital Expenditure (0.7%)
- Salaries and Related Expenses (74.7%)
- Non-Salary Expenses (24.6%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$6,687,087
Government Capital Grants	\$0
State Recurrent Grants	\$2,343,779
Fees and Private Income	\$3,374,007
Other Capital Income	\$536,089
<b>Total Income</b>	<b>\$12,940,962</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$83,133
Salaries and Related Expenses	\$8,762,752
Non-Salary Expenses	\$2,890,528
<b>Total Expenditure</b>	<b>\$11,736,413</b>