

2017 Annual School Report

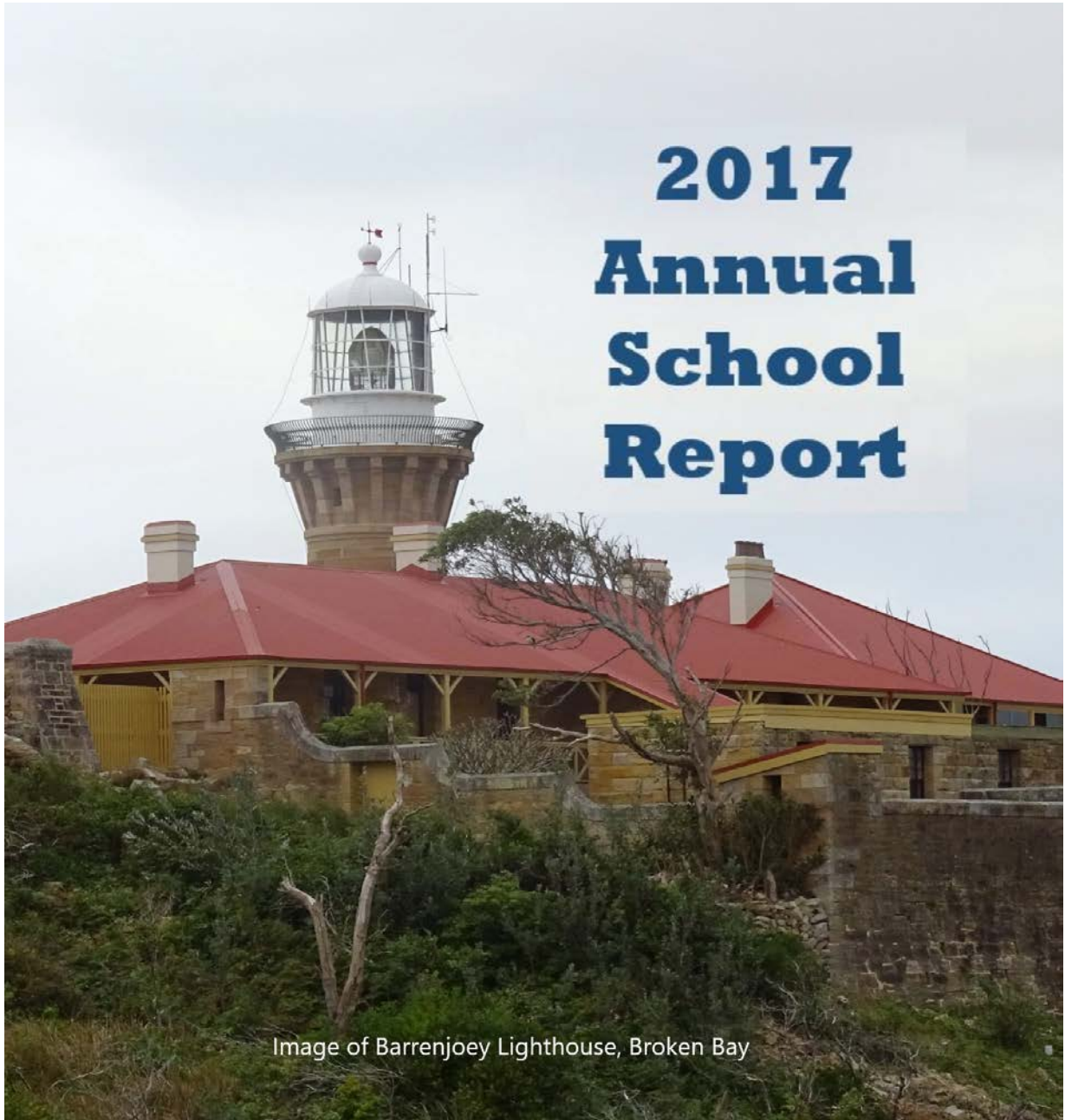


Image of Barrenjoey Lighthouse, Broken Bay



St Joseph's Catholic College, East Gosford

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ABOUT THIS REPORT

St Joseph's Catholic College (the 'School') is registered by the NSW Education Standards Authority (NESA) 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](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

2017 has been a year of enormous achievement and success for the St Joseph's school community. 2017 also saw the celebration of our 50 Years of Catholic Education for Girls. Our celebration Mass and Show gave us the wonderful opportunity to reflect on our history and to celebrate the many amazing achievements of our school community. The success of our Year 12 cohort in the Higher School Certificate, the continued success of the Future Problem Solving program for selected students in Year 8 with three teams making the National Finals, the amazing success of many of our sporting teams including our open Oztag and Soccer sides who were both crowned State champions, along with our immersion programs and social justice initiatives all add to the character and value of our school community. 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

Opportunities for parents to be actively involved in their daughter's education were provided throughout 2017. These opportunities included parent/teacher evenings, information nights, study skills presentations and an *iLearning Expo*. Parents also supported a number of school activities with their presence at community 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. 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. Further information about progress is also available to parents through a parent portal of our student management system. Surveys of parents, conducted throughout the year, indicated an overwhelming level of satisfaction in the way the school operates and the variety of opportunities given to students to achieve inside and outside of the classroom.

Student Body Message

The Year 12 student leadership group consists of 15 students, the three college captains/vice captains and two leaders from each of the six college houses. These leaders are supported by assistant house leaders from Year 11. The Student Representative Council (SRC) also plays an important role in representing all students. Representatives from Years 7 to 12 and the college captains all contribute to the SRC which provides a voice for the wider student body. The SRC is an effective means for this communication. In 2017 the SRC led many fundraising and community service initiatives and gave wonderful witness to our school values. Our college leaders coordinated and ran our St Joseph's day activities, our JJAMM celebrations, RUOK? day and many other initiatives to support those less fortunate than ourselves and to educate our college community on many social challenges facing our wider community.

SECTION TWO: SCHOOL FEATURES

School Features

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

St Joseph's Catholic College educates young women from Year 7 to Year 12 and draws students from the local parishes of East Gosford, Kincumber, Terrigal, Woy Woy and Wyoming. Students are educated in the Josephite tradition that empowers young women to act justly and to lead lives as disciples of Jesus. The Sisters of St Joseph opened their first school, a Primary school, called Our Lady of the Rosary School in the church located in Donnison Street Gosford in 1910. After a number of locations and name changes, St Joseph's Catholic College became the official name of the School in 1999. In 2017 St Joseph's celebrated its 50 year anniversary as a Catholic Secondary School for girls.

Central to our faith in Jesus Christ are our core values of hope, justice, respect and compassion, emanating from our Catholic Worldview. These values connect all we do. The 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 approach is a key part of planning for students' wellbeing, effective learning and the development of contemporary MacKillop women empowered to lead within the wider community.

We believe that through the creation of multiple connections, we will provide greater opportunities to engage our learners and leaders so that together we develop skills to respond to the ever changing demands of the 21st Century. The 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.

The college has a strong link to social justice, where staff and students are challenged to give of themselves to provide care and support to those in need in our community. A large number of staff and students volunteer their time to activities such as Vinnie's night patrol, Mary Mac's at Woy Woy and nursing home visits.

SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2017. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
826	0	35	826

* 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 2017 was 89.86 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
92 %	90 %	90 %	88 %	90 %	90 %

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 [Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System](#) (password required).

Student Retention Rate

Of the students who completed Year 10 in 2015, 84% completed Year 12 in 2017.

Of the students who completed Year 10 at St Joseph's in 2015, 84% completed Year 12 in 2017.

Senior Secondary Outcomes

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

Senior Secondary Outcomes; Year 12, 2017	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	22%
% 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.

In 2017, 88% of the cohort were eligible for an ATAR. University placements were offered in a wide range of courses with several Year 12 students gaining early entry offers. Students have also chosen to study at TAFE, gain traineeships and obtain paid employment.

SECTION FOUR: STAFFING PROFILE

Staffing Profile

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](#). The following information describes the staffing profile for 2017:

Total number of teaching staff by NESA category	73
Category (i): those having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	73
Category (ii): having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications	0
Total number of staff	99
Number of full time teaching staff	52
Number of part time teaching staff	21
Number of non-teaching staff	26

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	Differentiation Strategies
Day 2	Spirituality Day - Laudato Si'
Day 3	Professional Learning Groups - Differentiation

SECTION FIVE: MISSION

As a Catholic community, the School shares in the mission of the local Church: “The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples.”

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

The School’s Religious Education (RE) program is based on the Broken Bay K-12 Religious Education Curriculum and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

2017 saw the continuation of weekly Mass in Shekinah with priests from our feeder parishes. The college continued to trial holding Mass on Thursdays at lunchtime rather than having it before school in the mornings. The numbers continue to be substantially better.

A highlight of the year was celebrating the college's 50 year anniversary with Bishop Peter presiding at a whole school Mass on June 22.

Due to some effective timetabling, the college was able to accommodate a youth ministry class in Year 10. The students in this class facilitated the Year 8 reflection day.

The school's motto 'Act Justly' from the prophet Micah calls the attention of students and staff to the importance, in the Josephite tradition, of fair and just treatment of all people and of the mission of all to respond generously to the love of God for humankind. The vision of the principal is that students will complete their education at the school with a well founded 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 NSW Education Standards Authority (NESA) syllabuses for secondary education. The Key Learning Areas (KLAs) of English, Mathematics, Science, Human Society and its Environment (HSIE), Creative Arts (CA), Personal Development, Health and Physical Education (PDHPE), Languages and Technological and Applied Studies (TAS). In addition to this, the 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 learning and teaching during 2017 was designed to :

- utilise a range of assessment items and effective feedback strategies to enhance student learning
- meet student learning needs through differentiated curriculum delivery in Years 7-10 via banding class groups
- offer additional learning support to banded classes
- successfully broaden cross-curricular initiatives through iLearn in Year 7 via a guided inquiry pedagogy to assist in the development of 21st century skills and self direction
- successfully prepare for and participate in the Diocesan curriculum focus days in the HSIE, PDHPE and CAPA KLAS
- continue with semester based academic and application awards in all year groups
- presentation of annual Principal's Awards to recognise students which outstanding academic performance across multiple subjects
- allow access with full integration of one-to one laptops for all students Years 7-12
- respond to HSC data analysis with designated Professional Development time and resources for HSC RAP and DeCourcy data
- respond to data analysis (NAPLAN, Pat-M, PAT-R and AGAT) and monitor student performance and growth
- enhance the opportunities of the Gifted and Talented Students by participating in national competitions

Throughout 2017 the college included the following initiatives:

- embedding explicit careers education for all Year 10 students via a dedicated program and timetabled classes
- developing a whole school Professional Learning focus on differentiation
- using dedicated time to professional learning in the use of RAP data to analyse HSC results
- continued support for gifted and high ability learners in Year 8 with the Future Problem Solving program
- expansion of the Future Problem Solving program to include gifted and high ability students in Year 9
- commitment to supporting the four College students who were successful in gaining entry into the National Youth Science Forum

SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

NAPLAN

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

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

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	39.06 %	28.80 %	7.81 %	18.80 %
	Reading	33.86 %	29.00 %	7.09 %	16.20 %
	Writing	23.44 %	16.50 %	10.16 %	28.40 %
	Spelling	42.97 %	32.90 %	8.59 %	15.50 %
	Numeracy	26.56 %	33.10 %	4.69 %	13.90 %

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	31.54 %	19.00 %	8.05 %	25.40 %
	Reading	34.00 %	21.00 %	2.67 %	21.30 %
	Writing	14.77 %	15.40 %	21.48 %	36.80 %
	Spelling	34.90 %	22.20 %	7.38 %	21.70 %
	Numeracy	30.67 %	24.00 %	3.33 %	16.00 %

NAPLAN Comments

Year 7

- The 2017 cohort achieved a higher percentage of students in the top two bands in grammar and punctuation, reading, writing and spelling than the state cohort. In particular, a note of success was Reading 76.3% where of students from the school in the top three bands compared to 57.6% state wide. Numeracy results indicate that this is an area for improvement.
- The percentage of Year 7 students in all strands of literacy and numeracy in the bottom two bands is below the state level. Numeracy and Writing were two strands which were considerably lower than the state level.

Year 9

- The 2017 cohort achieved a higher percentage of students in the top two bands in grammar and punctuation, reading, spelling and numeracy than the state cohort. In particular, a note of success was grammar and punctuation where 71.5% where of students from the school in the top three bands compared to 51.4% state wide.
- The percentage of Year 9 students in all strands of literacy and numeracy in the bottom two bands is below the state level. Numeracy and Reading were two strands which were considerably lower than the state level.
- Student growth has been significant in Numeracy with with a scaled score of 44.5 which is 4.9% higher than the state, Spelling with a scaled score of 41.3 which is 5.3% higher than the state and Numeracy at 42.7 which is 8.1% higher than the state.

The College will continue to engage a specialist literacy coordinator and support KLA based literacy committee to develop and implement ongoing literacy improvement strategies and targeted interventions across the College.

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 2017, the number of students issued with a RoSA was 14.

Higher School Certificate (HSC)

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

All 125 Year 12 students received the HSC credential. 35 band 6 results or a mark of 90% or more in a subject, were achieved across all KLAs. 110 were eligible for an ATAR; the highest was 95.35 with 10 students receiving an ATAR over 90. Of 38 courses studied, 73% were above the state mean.

Higher School Certificate	<i>Percentage of students in top 2 bands (Bands 5 and 6)</i>					
	2015		2016		2017	
	School	State	School	State	School	State
English (Standard)	3 %	8 %	29 %	13 %	19 %	16 %
English (Advanced)	70 %	58 %	58 %	62 %	63 %	64 %
Drama	19 %	42 %	56 %	43 %	75 %	42 %
Legal Studies	64 %	41 %	80 %	43 %	62 %	44 %
Mathematics General 2	42 %	26 %	34 %	26 %	31 %	26 %
Music 1	83 %	62 %	25 %	63 %	89 %	66 %
Studies of Religion I	67 %	51 %	51 %	50 %	58 %	50 %
Visual Arts	58 %	54 %	42 %	55 %	78 %	55 %

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2013) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a 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 create safe and supportive environments that foster positive relationships which enhance wellbeing and learning for all students. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017.

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. There were no changes made to this policy in 2017. Note: the policy on the CSO website is the updated policy for implementation in 2018.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the *Anti-Bullying Policy for Diocesan Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment 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. Changes were made to this policy in 2017 to reflect evidence based practice and to clearly articulate roles and responsibilities of members of the school community.

Complaints Handling 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. There were no changes made to this policy in 2017.

Initiatives Promoting Respect and Responsibility

In 2017 we have continued to modify the pastoral program to greater meet the needs of the students. This has included the continued development of key areas around, character strengths, growth mindset and overall wellbeing. The development of the program comes from feedback from both staff and students in relation to strengths and weaknesses of this year's program. In addition we are continuing to focus on the major themes of mental health and resilience.

We continue to strengthen our association with the local police through the police liaison officer. This gives us support with specific issues and an ongoing program designed to address the most relevant material for each year group through visits from the liaison officer.

In 2017 we introduced a new program called BATYR, which is an initiative with a focus on the area of mental health and provide a platform for the girls to talk about issues in an open supportive manner. The program uses the experience of trained presenters to help to normalise conversations about mental health and to give hope and strategies to work through issues. This year we had Years 10, 11 and 12 all doing the same program. In 2018 we will start to differentiate the program with Years 11 and 12 doing the second phase and the third phase in Year 12 the following year. The student feedback from this program has been very positive.

2017 has also seen the introduction of mindfulness practices across the school. The teaching of mindful practices in the school allows girls to have the skills to moderate their behaviours and feelings. The evidence behind these practices is very strong in improving learning outcomes. We still have a way to go in creating a culture where this is seen as the "normal" way to deal with our thoughts and feelings but with a consistent approach we could see it become an important practice.

SECTION NINE: SCHOOL IMPROVEMENT

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the 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. Building on *Leading Learning* in the Learning and Teaching domain, the Diocesan *Learning Principles* guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

Some significant achievements were made in 2017 as a result of initiatives implemented to support our SIP goals. These achievements are summarised as follows:

- In the area of Mission: a focus on increasing student participation in community social justice and outreach initiatives, weekly mass being celebrated during Thursday lunchtimes, active involvement by all students in our retreat/reflection day program, and the further development of youth ministry activities for the Year 10 Youth Ministry class.
- From a Learning and Teaching perspective: the continuation of the MAD (Making a Difference) project in Year 7 iLearn, the continued success of the Future Problem Solving competition for a selected group of gifted and higher ability students in Year 8, improved use of data from NAPLAN, RAP and HSC to inform learning and teaching, the continuation of the 1:1 laptop program to also include Year 11 students and a focus on differentiation in the classroom .
- In the area of Pastoral Care: an update of our Pastoral program for Years 7 - 12 and the introduction of mindfulness practices across the school.

Priority Key Improvements for Next Year

As part of the goal setting for 2018-2020 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 strengthen student's relationship with Jesus and their Catholic identity within the Josephite tradition.*
- Learning and Teaching: *To develop students as independent, resilient lifelong learners who think creatively and critically*
- Pastoral Care and Student Wellbeing: *To enhance the wellbeing of students in a framework of academic care*

SECTION TEN: COMMUNITY SATISFACTION

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

Parent Satisfaction

A number of measures were used throughout 2017 to gauge parent satisfaction. Parent focus groups at our School Review and through the Principal Appraisal process, surveys, discussion and feedback at parent/teacher evenings and information nights gave parents an opportunity to provide the College with feedback on a range of College activities. 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 in the following areas:

- Communication with parents through Joey's Journal, email notifications, College website, College Facebook page and formal opportunities to meet with teachers
- The range of opportunities the College provides for students to develop their strengths through a balanced and challenging education
- The high level of academic standards that the College sets
- The strong sense of belonging and connection that students have to this College
- The strength of relationships that are formed within the College community.

Student Satisfaction

A number of student surveys were completed throughout the year to gain feedback on their satisfaction with programs and activities that were implemented throughout 2017. These included surveys on student wellbeing, focus groups for the College's School Review, focus groups for the Principal Appraisal process and an exit survey of Year 12 students. These surveys indicated a very high level of satisfaction on how the College deals with a variety of issues and supports students in their learning and in their personal development. The exit survey of Year 12 students highlighted the college's strengths in:

- providing a safe and caring College environment
- building positive teacher/student relationships
- students taking pride in representing their college
- variety of extra-curricular activities available to students
- support of staff to provide rich learning opportunities for students.

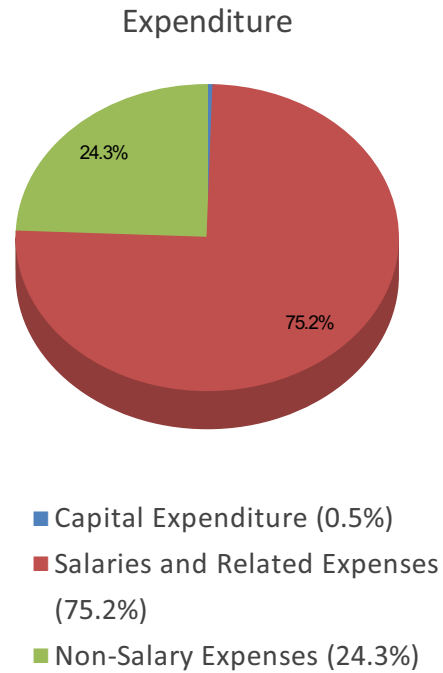
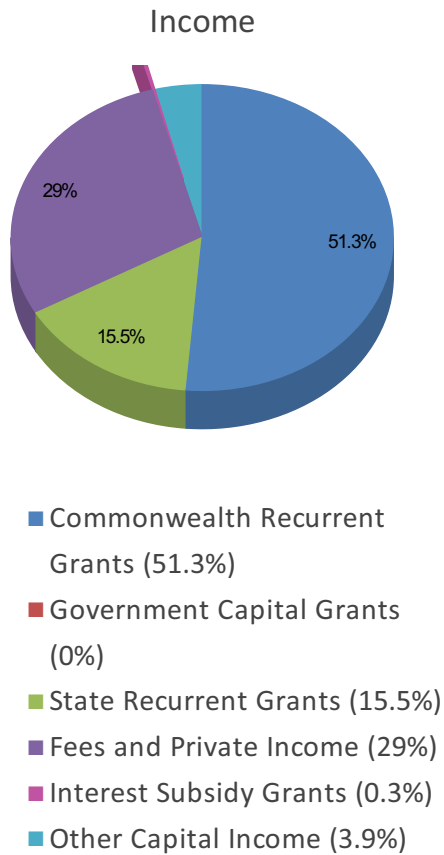
Teacher Satisfaction

During 2017 staff were given a variety of opportunities to provide feedback and evaluation on different programs and activities that are run within the college. Some of these opportunities included surveys on professional learning opportunities, the structuring of classes throughout the college and the School Review process. Through the development of SMART goals for each faculty, the following areas were highlighted as strengths of the college:

- sense of community, feeling of belonging
- support and friendship of colleagues
- pastoral care offered to students
- extracurricular activities, especially the diversity of activities that are offered
- the change to the structure of professional learning with the introduction of Professional Learning Groups.

SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the NESAs 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](#).



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$7,362,865
Government Capital Grants	\$0
State Recurrent Grants	\$2,217,600
Fees and Private Income	\$4,157,234
Interest Subsidy Grants	\$41,752
Other Capital Income	\$564,567
Total Income	\$14,344,018

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$66,800
Salaries and Related Expenses	\$10,227,003
Non-Salary Expenses	\$3,312,503
Total Expenditure	\$13,606,306