

2024

ANNUAL SCHOOL REPORT



St Joseph's Catholic College

Russell Drysdale Street, EAST GOSFORD 2250

Principal: Mrs Carolina Murdoch

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About this report

St Joseph's Catholic College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CSBB. Additionally, the Report complements and is supplementary to other forms of regular communication to the College community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as College and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the College's improvement journey is documented at local school level and is developed, implemented and evaluated in consultation with key stakeholders.

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

Message from key groups in our community

Principal's Message

2024 was a year of considerable change and evolution at St Joseph's Catholic College. The arrival of new leadership at the college provided an opportunity to engage with the community, including staff, students and parents to vision the next steps in the growth of the school. A strategic direction statement will guide the work of the school for the next 5 years. 'At St Joseph's, we are a Christ-centered inclusive community committed to fostering holistic growth and achievement for all, within a culture of excellence'

Key areas of focus were agreed upon the across four domains detailed below after extensive staff and community consultation ;

- Promoting a culture of learning and holistic growth
- Building an expert teaching team that implement effective pedagogical practices
- Strengthening School Community Partnerships
- Growing Catholic Life and Mission

The strengths of the St Joseph's community will provide the foundations for the work of school improvement with a key focus being to reach out to parents and provide them with opportunities to strengthen their relationship with the school and work in partnership.

One key initiative with considerable impact was the implementation of a new mobile phone and device policy which sought to provide greater opportunities for meaningful interaction and a safer school environment. This focus on strengthening student wellbeing and belonging was strengthened by growing leadership opportunities for students and the initiation of a new Peer Support program.

St Joseph's seeks to provide a genuinely holistic education and in 2024 there were many examples of our students grasping the range of opportunities provided to them. Our NAPLAN results indicated that our students were achieving well, in particular, our year 9 Writing results indicated that our students were building their capacity to express their ideas in written form. There is room for growth in the area of numeracy and a revitalised Mathematics teaching team will be focusing on developing student confidence in mathematics and numeracy in 2025. Our HSC results were strong with 33 mentions on the HSC Distinguished achievers list, and one students achieving as an All-rounder, Several students were nominated for their HSC major works and one student was selected for both OnStage and the Young Writer's showcase. Our students continued to excel in a range of sporting domains including strong performances in the Bill Turner Football Cup and in Broken Bay Sports gala days.

2024 ended with the recognition of the contribution of several longstanding members of staff who chose to retire at the end of the year. We are excited to build upon their work as we commit to collaborative continuous improvement our future.

Parent Body Message

A key element of the strategic plan developed throughout 2024 was strengthening our partnership with parents. There were a number of established opportunities for parents to connect with the school through student learning conferences, subject selection information sessions and HSC major works showcases. Throughout 2024 a range of new initiatives were put in place to create a stronger invitation for parents to visit the school and be present as partners in their child's education. This included a mid-year academic achievement assembly, parent invitations to whole school gatherings, invitations to school celebrations and the creation of the Parents in Partnership forum which provides opportunities for the school to address areas of concern and share new initiatives for feedback from parents.

In addition to these a number of additional information sessions are planned for 2025, with the role of the Parent Engagement Coordinator key in allowing us to improve communication and further engage our parent body to maximise student learning outcomes.

Student Body Message

The strength of student leadership at St Joseph's is one of the hallmarks of our community. Student voice was facilitated by our Student Representative Council with discussion about the development and implementation number of policies and processes.

Student leadership is supported by engagement with our Josephite tradition and our student leaders represented our school at numerous community events including Anzac Day.

St Joseph's students are also supported in their engagement in the Max Potential program which develops students leadership and project management skills to address a need they have identified in their community.

Students also develop their voice and leadership skills through out Youth Ministry and Social Justice program.

An area for development is providing further opportunities for student voice and leadership and these will be further explored in 2025. A number of new student leadership positions were introduced on a trial basis and these look to provide more opportunities to develop school spirit and a sense of belonging for all.

The commitment to a safeguarding culture was strengthened throughout 2024 and staff understanding of expectations and processes to ensure duty of care and mandatory reporting requirements was deepened through professional development.

School Features

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

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

Central to our faith in Jesus Christ are our core values of hope, justice, respect and compassion, emanating from our Catholic Worldview. These values connect all we do. The College motto, 'Act Justly', calls for the engagement of all community members (students, staff, parents) in the Josephite tradition of fair and just treatment of all people and of the mission of all to respond generously to the love of God for humankind.

The college seeks to provide a safe and caring environment for all its members. It is within this supportive environment that each student is called to live out the school values. This pastoral approach is a key part of planning for students' wellbeing, effective learning and the development of contemporary MacKillop women empowered to lead within the wider community.

We believe that through the creation of multiple connections, we will provide greater opportunities to engage our learners and leaders so that together we develop skills to respond to the everchanging demands of the 21st Century. The college community empowers young women who are shaped by their relationship with Jesus Christ within the Catholic tradition and inspired by St Mary of the Cross MacKillop to make a difference in the world.

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

Student Profile

Student Enrolment

Students attending the College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2024. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
821	0	25	821

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2024. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the College in 2024 was 86.20%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
87.90	85.40	83.10	83.70	89.10	88.30

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the College, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the College's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

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

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the College in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each College's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Compliance processes. The College's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.

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 2024	
% of students undertaking vocational training or training in a trade during the senior years of schooling	26 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100 %

Post School Destinations

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

In 2024, many students received early entry offers for a range of university courses. The Australian Catholic University, University of Newcastle and Macquarie University were the main university destinations for the 2023 cohort. Other students explored TAFE, traineeships and employment options.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	82
Number of full time teaching staff	55
Number of part time teaching staff	27
Number of non-teaching staff	15

Total number of teaching staff by NESA category

All teachers employed by the College are qualified to teach in NSW. Additionally, all teachers at this College who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this College are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Catholic Schools Broken Bay in our 45 schools at these levels is as follows:

- Highly Accomplished: 9 teachers
- Proficient: 1322 teachers
- Provisional: 132 teachers
- Conditional: 67 teacher

Additionally, there are approximately 60 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the College.

Catholic Identity and Mission

As a Catholic community, the College shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the College seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The College's Religious Education (RE) program is based on the [Catholic Schools Broken Bay Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum has been developed to further enhance the learning experience for all. This was implemented into Early Stage 1, Stage 1, Stage 3, Stage 4 and Stage 5 classrooms incrementally from 2022 with the final stage being implemented in 2025. These programs include formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

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

In 2024 a key focus area for the College was the strengthening of the relationship between the school and our parish, St Patrick's, Gosford. A number of strategies have been applied to achieve this:

- regular meetings between college leadership and the Parish Priest
- continuation of sacramental program
- Weekly Youth Ministry meetings with the Parish Youth Minister
- Year group masses at the parish church at least once a semester.

In addition to these, the Youth Ministry Coordinator provides opportunities for students to engage with faith formation through events such as Ignite, Venio and the CSYMI Equipping

School as well participating in Social Justice initiatives such as the Vinnies Winter Sleep Out, as well the Vinnies Night Van in Woy Woy and Coast Shelter.

St Joseph's also provides students opportunities to engage with rich immersions experiences including Red Earth immersion to Northern Territory, Life out West immersion to Parkes/Trundle and the India Immersion experience. These experiences are transformative in allowing students to develop their understanding of the Catholic concept of subsidiarity and their own responsibility to make a better world for all.

Curriculum, Learning and Teaching

Secondary Curriculum

The College provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for secondary education. The Key Learning Areas (KLAs) of English, Mathematics, Science, Human Society and its Environment (HSIE), Creative Arts (CA), Personal Development, Health and Physical Education (PDHPE), Languages and Technological and Applied Studies (TAS). In addition to this, the College implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

The approach to teaching and learning taken by teachers at St Joseph's during 2023 was to:

focus on the implementation of strategies to improve learning outcomes across all subject areas, namely: creating and building a culture of high expectations for engagement, effort and achievement in learning.

- use an awards system to increase student motivation by acknowledging academic achievement and application each semester in all year groups

- effectively integrate one-to-one devices and e-textbooks within teaching and learning in Years 7–12 continue support of the subjects of Extension Science

utilise a range of data, including Year 7-9 Progressive Achievement Test (PAT) scores in Mathematics and Reading and NAPLAN

This emphasis involved targeted staff training in the use of the NESA Results Analysis Package (RAP) and teacher/class specific DeCourcy data to analyse HSC results.

Further engagement with HSC data by integrating with data from consultant Graham Wright to investigate the contribution marks from HSC subjects had a final ATAR scores

In 2024 the college focus included the following initiatives:

Supporting VET students and VET in the Diocese by sending a team of students to compete in the Battle of the Chefs and Battle of the Business Assistants

Process established to conduct interviews with parents/carers and their daughters relating to Year 11 2025 senior study at St Joseph's. The aim was to involve parents and work in collaboration with them to enable students to choose the optimum pattern of study to enable success.

commitment to responding to the needs of Curriculum reform in NSW

Continued to support this program into Year 10 as well. expansion of Years 9 and 10 electives to increase Stage 5 student's engagement with the continuation of Year 10 International Studies.

coordinate a combined school subject delivery collaboration with St Edward's College to expand the subjects each college can offer to the students at the alternative college.

the subjects offered in 2023 across Years 11 and 12 included Society and Culture, Engineering Studies, Business Services, Drama, Earth and Environmental Science, Extension English 1, Industrial Technology Multimedia, Mathematics Extension 2 and Japanese Beginners.

This collaboration will see subjects in 2025 for Year 11 to include Society and Culture, Industrial Technology Multimedia, Earth and Environmental Science, Japanese Beginners, Drama, Chemistry and Physics.

Supporting students who wished to expand their subject choices by studying through external schools including Software Design and Development, Spanish Beginners, Stage 5 Japanese, Ancient History and Japanese Continuers, this was across 3 distance education schools.

Student Performance in Tests and Examinations

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Joseph's Catholic College for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	69%	61%
	Reading	84%	67%
	Writing	83%	65%
	Spelling	80%	72%
	Numeracy	74%	67%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	67%	55%
	Reading	77%	63%
	Writing	79%	61%
	Spelling	83%	72%
	Numeracy	75%	63%

Higher School Certificate (HSC) Diocese

The results of the College's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

NB: A number of new syllabuses were implemented in recent years which means there was a change in either subject name and/or course number. For this reason, results from previous years may appear as 0%. Some courses no longer run and therefore will show as 0%.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2022		2023		2024	
	School	State	School	State	School	State
Drama	44 %	59 %	36 %	60 %	75 %	62 %
English Advanced	63 %	67 %	44 %	67 %	49 %	68 %
English Standard	19 %	16 %	17 %	13 %	11 %	13 %
Investigating Science	40 %	25 %	-	34 %	60 %	36 %
Mathematics Advanced	6 %	49 %	14 %	50 %	20 %	50 %
Mathematics Standard 2	30 %	29 %	40 %	32 %	12 %	29 %

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College's pastoral care and student wellbeing policies, guidelines and procedures are informed by the [Pastoral Care and Student Wellbeing Policy](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no significant changes made to this policy in 2024.

Anti-Bullying Policy

The College's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment that is free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further

information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2024.

Complaints Handling Policy

The College follows the [Complaints Management and Resolution Policy](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were changes made to this policy in 2024 to reflect new system processes.

Community Satisfaction

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

Parent satisfaction

During 2024 parents were given a variety of opportunities to provide feedback and evaluation on different programs and activities that are run within the college. Parents were invited to attend termly Parents in Partnership meeting to provide feedback.

Parents indicated that strengths of the college were:

- inclusive school environment, sense of community, feeling of belonging
- pastoral care offered to students
- opportunities for student leadership
- partnership with St Edward's
- Number of senior study options including the range of pathways options.

Parents also identified areas for growth in improved communication to parents including the use of social media to provide updates to parents.

Student satisfaction

During 2024 students were given a variety of opportunities to provide feedback and evaluation on different programs and activities that are run within the college including Student Representative council meetings.

Students indicated that strengths of the college were:

- inclusive school environment, sense of community, feeling of belonging
- pastoral care offered to students
- opportunities for student leadership
- partnership with St Edward's

Students have identified need for the community to take greater care of their school environment and a desire to strengthen community building through whole school events around key dates e.g. Harmony Day, R U OK day.

Teacher satisfaction

During 2024 staff were given a variety of opportunities to provide feedback and evaluation on different programs and activities that are run within the college.

Strengths identified by these processes include:

- inclusive school environment, sense of community, feeling of belonging
- support, friendship and collaboration of colleagues
- pastoral care offered to students.

Areas for growth identified include:

- greater consistency in application of college processes and procedures
- Support in meeting the needs of Curriculum Reform.

Financial Statement

Consistent with the NESA requirements, financial income and expenditure for the College in 2024 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants ¹	\$10,088,041
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,707,742
Fees and Private Income ⁴	\$4,941,924
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$39,729
Total Income	\$17,777,437

Recurrent and Capital Expenditure 2024	
Capital Expenditure ⁶	\$907,981
Salaries and Related Expenses ⁷	\$15,145,724
Non-Salary Expenses ⁸	\$3,833,204
Total Expenditure	\$19,886,910

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2024 REPORT