



ST JOSEPH'S COLLEGE, ALBANY 2020

Part 1: School Performance Information



The life of every person is a special journey. St Joseph's College endeavors to help each person remain ever open to new discoveries along the path to full human development.

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1. Contextual Information

St Joseph's College is located in the coastal centre of Albany, some 420km south of Perth. It is a co-educational Catholic College with approximately 640 students from Three-Year -Old to Year Twelve. Established in 1978, through the amalgamation of three schools, St Joseph's College continues a rich tradition of Catholic Education in Albany that spans over one hundred and fifty years. The College is divided into three sub schools: Junior School— Three-Year-Old to Year Six; Middle School— Years Seven to Nine; Senior School— Years Ten to Twelve. The College offers breadth of study, both in and outside the classroom, to cater for a variety of talents within the student cohort and has a rigorous academic programme and supportive pastoral care for each child. In the secondary school there is a university entrance focus as well as pathways in Vocational Education and Training. A range of extracurricular activities operate within the College and there are various opportunities through liturgies, retreats, camps, carnivals, sport, music, and the arts for students to thrive within a challenging but supportive setting. The College is situated on a twenty-hectare site with excellent grounds and good facilities for students.

2. Teacher Standards and Qualifications

	3 Year trained	4 Year trained	5 Year trained
Number of teaching staff	1	35	8

Note: Only one permanent staff member left at the end of 2020, otherwise our staffing remains stable.

3. Workforce Composition

Teachers Male:	17	Teachers Female:	28
Non-Teaching Male:	7	Non-Teaching Female:	28 (23 not including cleaners)
Indigenous Female:	2		

4. Student Attendance at School

Whole School	91.92%		
Year Levels:			
KG	88.58%	Year Six	92.71%
PP	89.93%	Year Seven	92.69%
Year One	90.50%	Year Eight	92.57%
Year Two	91.81%	Year Nine	92.70%
Year Three	91.39%	Year Ten	91.76%
Year Four	92.77%	Year Eleven	92.45%
Year Five	93.90%	Year Twelve	93.06%

Non-Attendance at the College is followed up firstly by the Secondary Home Room or Junior School Classroom teacher. Each morning an SMS is sent to parents whose child/children have not come to school. A letter /email is sent to parents each first Friday of the month reminding them to provide a written note or email for any unexplained absences. Home Room/Classroom teachers and administration staff enter into SEQTA any explanation etc. received for student non-attendance. Notes (and printed emails) are filed by Administrative staff each day. Parents of students who have prolonged or numerous unexplained absences are invited for an interview with the Head of School. Should attendance not improve following the interview, the family is referred to the Principal. Students with consistent non-attendance are finally referred to the Participation Directorate.

5. NAPLAN Data 2020

Due to COVID-19, the students in Years Three, Five, Seven and Nine **did not** complete the National Assessment Programme for Literacy and Numeracy (NAPLAN).

6. Parent, Student and Teacher Satisfaction

Our parents, students and teachers' satisfaction level with the school is shown by:

- The high retention rate we have with staff. This is indicative of the satisfaction that both our teaching and non-teaching staff have with the College.
- Feedback from parents highlighting the positives and negatives about their child's learning and development. These comments are then reviewed in relation to the general teaching/learning programme and the overall operation of the College.
- All parents, students and teachers are encouraged to raise issues or concerns with the appropriate personnel within the school. Parents are reminded of this regularly at Parent Information Evenings and through the College Newsletter.
- Significant improvement in attendance at school events and parent interviews.
- Annual Community Meeting, reports and opportunities for questions.
- Counselling Senior School Students to choose pathways that are realistic and achievable.
- Active Parents and Friends Association.
- Consultation of students, staff and parents in relation to the development of our Strategic Plan 2021 – 2024 and our current Capital Development Plan under construction.
- St Joseph's College is known as a school of choice. Prospective parents often report the great things they have heard about our College from current parents, staff, and students.

7. School Income

See Website: <https://www.myschool.edu.au/school/48860/finances>

8. Senior Secondary Outcomes

Students who completed their final year of secondary school at St Joseph's College had the option of two pathways – Vocational Education + Training (VET) or ATAR (University).

Year Twelve (2020) were an anomaly year group with more students wishing to take the Vocational Education and Training pathway (VET) than is normally the case. This intention had been known since Year Nine as this was where their interests laid. For this particular year group, the VET pathway was the correct one based on student need and future aspirations. St Joseph’s College catered well for these students’ needs in their Senior School years.

Students (72%) undertaking the VET pathway were offered Certificates in Construction, Engineering, Business/Finance, Visual Arts, Music, Fashion Design, Sport and Recreation/Sports Coaching, Automotive Services, Hospitality, Information Technology, Health Support Services, Childcare, Hospitality and Retail Services. For 2020, these students completed in excess of 17 Certificate II and Certificate III qualifications. In addition to this, students undertook both work placement and School Based Traineeships in Albany and surrounding districts.

An increased number of St Joseph’s College students were successful in gaining apprenticeships in 2020. This is attributed to the unique opportunity of our students being able to complete a Certificate II or higher from the commencement of Year Ten. Other schools in the Great Southern only offer a variety of Certificate II courses from the beginning of Year Eleven. There is also a growing trend for more students to complete a School Based Traineeship in Years Eleven and Twelve. Basically, a lot more up-skilling is evident in our students by the completion of Year Twelve and this is enhancing employment opportunities.

Students (28%) who chose to follow the University pathway completed studies across a range of subjects including: Religious Education, English, Mathematics Applications, Mathematics Methods, Mathematics Specialist, Physics, Chemistry, Biology, Human Biology, Geography and Physical Education Studies.

The top performing ATAR student in 2020 achieved a score of 88.05 and the medium ATAR for St Joseph’s College was 81.55 which was the highest achieved by any secondary school in the Great Southern.

The total number of students in Year Twelve in 2020 was 25. Of these students, 20 or 80% were successful in achieving WACE graduation. Students eligible for university entrance, saw 100% offered one of their preferences.

9. Post School Destinations

St Joseph’s College Year Twelve 2020			
Number of Students: 25			
	Graduation	University	SBT; Apprenticeships; Employment/Other
No. of Students	20	7	18
	80%	28%	72%

Please note that many students complete a gap year before commencing their chosen University course.

10. School Improvement

Below are details relating to the main goals on the School Improvement Plan (SIP) for St Joseph's College in 2020.

Evangelisation Plan

St Joseph's College had every intention of developing a new Evangelisation Plan. Due to COVID-19 and the restrictions on community gatherings this did not occur and will be carried over into next year. A new Evangelisation Plan will be the focus for 2021 involving input from students, staff and parents.

Aboriginal Education Plan

Staff have continued their work on the Aboriginal Education Improvement Map to become more familiar with Aboriginal culture and enabling reconciliation to be an on-going process at St Joseph's College. This involved completing the Cultural Competency matrix test incorporating the implicit Bias test and the Reconciliation module known as 'Share Our Pride'. The completion of Personalised Learning Plans for all Aboriginal students has also been developed in conjunction with the Aboriginal Education Assistant, students and parents.

Curriculum Plan

There is a medium-term goal to improve the performance of all students from Kindergarten to Year Twelve in writing. In the past twelve months, staff in the Junior School (Kindergarten to Year Six) and Middle School (Year Seven to Year Nine) have undertaken professional development in Brighpath. Students complete various genres of writing e.g. narrative, persuasive, report writing etc. and then their writing sample is compared to a standardised writing scale used across the state. By doing this staff can level a student's work but more importantly determine the requirements needed for each student to further improve their writing. Staff have become competent at doing this process. Currently staff are now teaching students how to identify their own writing needs and then set personal goals of achievement.

In relation to OLNA (On-line Literacy and Numeracy Assessment), Year Ten to Year Twelve students have made sound progress in relation to achieving the minimum standard in Reading and Writing necessary to achieve their WACE certificate. Five Year Twelve students did not achieve their OLNA in Numeracy in 2020. This will become a school focus in 2021.

There were no NAPLAN results in 2020 to use as a measure to determine the degree of improvement across Years Three, Five, Seven and Nine in reading, writing, spelling, punctuation and grammar and numeracy.

Early Years Focus (Three-Year-Old to Year Two)

Staff have focused on further developing their understanding and use of investigative and outdoor learning activities. Through on-going involvement in the Great Southern Cluster with Catholic primary schools from Narrogin, Katanning and Kojonup professional development has been a key focus each term. Staff have created a variety of learning spaces in both their classrooms, common areas and outside where students can investigate and develop their creativity with a learning intention in mind. Staff are also learning the art of engaging with students as they investigate the various purposeful activities. Staff teaching and learning programmes now contain regular

reflections by teachers with a focus on student interest.

Catholic Earthcare

In 2020, St Joseph's College registered as a Catholic Earthcare school. Given set criteria and a review process involving an external body, a committee consisting of staff, parents and students was established to promote sustainable practices across the College. An audit was conducted of all that was being done from the scraps fed to the chooks and collected eggs given to the canteen, growing and harvesting vegetables from the Field of Dreams, recycling paper/cardboard to what topics on sustainability were being covered in the curriculum for each of the different year groups. St Joseph's College achieved its first star rating acknowledging 'the good work the school has already undertaken to 'Care for our Common Home' and that the school has started on its journey towards living an ecological vocation'. In 2021 the goal will be to achieve our second star rating.

Vision for Learning & Staff Enhancement

Staff meeting and PD time was devoted to developing a Vision for Learning whereby staff became aware of the five teacher practices which provide teachers with an understanding of pedagogical practices that enhance learning. There was a focus on Mathematics to see an improvement in our numeracy results. Staff involved in the teaching of Mathematics worked collaboratively to develop a Mathematics Positioning Statement from Kindergarten to Year Twelve that explicitly describes what the teaching and learning of Mathematics will look like at St Joseph's College.

Over the course of the year a document based on the ATSIL standards, combined with the expectations of a staff member working in a Catholic school, was developed to use with all teaching staff to identify and affirm their strengths and also areas requiring additional focus. This document will be a key part of our process for Teacher Enhancement to be used from the beginning of 2021.

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ST JOSEPH'S COLLEGE, ALBANY 2020

Part 2: School Community Report



The life of every person is a special journey. St Joseph's College endeavors to help each person remain ever open to new discoveries along the path to full human development.

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St Joseph's College

Board Chair Report 2020

College Board Report

Our new school year started off well. We welcomed our Board members for the new school year and my re-appointment as Board chair for 2020. At this point we had two meetings in February and March where the school was starting financially stronger than previous years and with our canteen and uniform shop showing encouraging figures.

The Board was presented with the completed reports for the government audit and the cyclical review (which were conducted in 2019) where all the school's requirements were met, and we received positive feedback. Our school community came together for our sundowner with parents enjoying a bite to eat and an opportunity to connect with new and existing staff, parents and students. It is always one of my favourite events on the school calendar. Our Commissioning Mass was conducted at Holy Family Church where our staff, teachers, Board members and P&F gathered and were blessed for the 2020 year. We were fortunate to have Paul Litherland return and speak to our staff and students about cyber safety and our parents were invited to a presentation at night to listen to his invaluable knowledge on social media and the cyber world followed by a delicious supper.

Well I did not think we would have two meetings at the beginning of the year and then our next meeting would be five months later. Our school faced an extraordinary sequence of events and something we had never seen before in our lifetime. COVID-19 presented itself and we saw some challenging times for our school community. Many events on our school calendar were cancelled and as parents we may have felt disconnected from our children's school experience. The support St Joseph's College offered to our parents and students during this time was exceptional and on behalf of the School Board I would personally like to thank Mark Browning (Principal), Administration and Teaching staff for their constant support, guidance and reassurance. Our school continued to teach, our students continued to learn and as parents the communication we received throughout this difficult period was comforting and informative.

We reconvened in August and despite COVID-19 our school was still looking financially positive. The P&F had successful fundraisers for our school and After School Care was operational again. Our school life was getting back to the new normal.

I would like to end with expressing how thankful I am for our great school. I would like to thank our Board members, Mark Browning (Principal), Fr. Christian, Meagan Diver, Rachael Duffield, Amanda Harris- Hawkins, Gemma Larham, Mike Trafalski, Janet ten Seldam and Yuliya Burns for all their time and effort they give to St Joseph's College.

Wishing all our teachers, staff, parents and students a Happy Christmas and a healthy and safe summer holidays.

Best wishes
Mrs Marina Pietropaolo
Board Chair

St Joseph's College Provisional Budget 2021

INCOME

	<u>2021</u>	<u>2020</u>
* Australian Federal Government Grants (approx.)	\$5,830,693	\$ 5,816,718
State Government Grants	\$1,701,404	\$1,740,825
School Fees (Estimated)	\$1,364,274	\$1,296,642
Total Revenue	\$9,239,006	\$8,854,185

* This includes a 2.5% increase on grants paid by the Federal Government.

OPERATING EXPENDITURE

	<u>2021</u>	<u>2020</u>
Teaching Costs	\$6,787,235	\$6,351,040
Operational Costs	\$1,953,955	\$1,886,358
Loan Servicing (P&I)	\$563,785	\$570,720
Total Estimated Expenses	\$9,304,975	\$8,808,118

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