



ST JOSEPH'S COLLEGE, ALBANY 2024

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.

Under the Australian Government Programs for Schools Quadrennial Administrative Guidelines, all schools are required to make a commitment to ensure that School Performance Information is made publicly available in the prescribed format, within six months of the completion of the program year.

1. Contextual Information

St Joseph's College is in the coastal centre of Albany, approximately 420km south of Perth. It is a co-educational Catholic College with approximately 750 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	43	8

3. Workforce Composition

Teachers Male:	19
Teachers Female:	33
Non-Teaching Male:	9
Non-Teaching Female:	29
Indigenous Female:	2

4. Student Attendance at School

Whole School 89.96%

Year Levels:

KG	85.7%	Year Six	90.39%
PP	89.52%	Year Seven	91.63%
Year One	89.59%	Year Eight	91.26%
Year Two	89.97%	Year Nine	89.79%
Year Three	89.23%	Year Ten	88.69%
Year Four	92.56%	Year Eleven	89.84%
Year Five	89.54%	Year Twelve	91.7%

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 on SEQTA any explanation etc. received for student non-attendance. Notes (and printed emails) are filed by administrative staff. 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 2024

Students in Years Three, Five, Seven and Nine completed the National Assessment Programme for Literacy and Numeracy (NAPLAN). Students covering the full ability range attend St Joseph's College and are encouraged to sit the NAPLAN tests.

NAPLAN results by cohort 2024

Year Three

Component	School mean	National mean
Reading	389	404
Spelling	382	401
Grammar and punctuation	401	409
Writing	418	416
Numeracy	409	404

Year Five 2024

Component	School mean	National mean
Reading	478	492
Spelling	474	486
Grammar and punctuation	483	498
Writing	467	485
Numeracy	466	489

Year Seven

Component	School mean	National mean
Reading	534	535
Spelling	522	540
Grammar and punctuation	519	537
Writing	526	540
Numeracy	529	540

Year Nine

Component	School mean	National mean
Reading	582	565
Spelling	563	567
Grammar and punctuation	573	555
Writing	584	574
Numeracy	581	565

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.
- Strong number of applicants from high calibre staff choosing to work at St Joseph's 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. Evidence from the School Climate Survey, strong School Advisory Council and Parents

& Friends membership.

- 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 (*Wisdomfeed*).
- 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.
- Maximum number of parents on the St Joseph's College Advisory Council (including 2 co-opted members).
- St Joseph's College is known as a school of choice. Prospective parents often report the positive experiences they have heard or experienced about our College from current parents, staff, and students.
- Very positive feedback through the Catholic Education WA "Quality Catholic Education School and Principal Review" 2024.

7. School Income

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

8. Senior Secondary Outcomes

ATAR and Vocational Education and Training again formed the two pathways of our forty Year Twelve students who completed their studies at the College in 2024.

Four or more ATAR courses were studied by 55% of our Year Twelve students, which was up marginally from the previous year. ATAR courses undertaken in 2024 were Religion and Life, English, Mathematics Applications, Mathematics Methods, Mathematics Specialist, Physical Education Studies, Human Biology, Biology, Chemistry and Modern History.

The remaining 45% studying the VET pathway completed the General courses Religion and Life, English, Mathematics Essential and Career and Enterprise. In addition numerous Certificate II courses were delivered, including Construction, Engineering, Outdoor Recreation, Sport Coaching, Workplace Skills, Music Industry, Visual Arts and Textiles. Certificate III courses Music Industry and Business were also delivered. In partnership with South Regional TAFE, nine students also completed courses through the Vocational Education and Training Delivered to Secondary Students (VETDSS) program. These included Certificate III courses in the areas of Childcare, Education Support, Early Childhood Education, as well as Certificate IV in Preparation for Nursing.

Our top performing ATAR student achieved a rank of 96.75, with the cohort achieving a mean ATAR of 70 and a median ATAR of 73.5. Two students achieved a Certificate of Distinction and three receiving a Certificate of Merit.

Of the 40 students who completed Year Twelve last year, 36 attained a WACE graduation, accounting for 90% of the cohort.

9. Post School Destinations

Four of our Year Twelve cohort were offered places at Curtin University in Science Health and Humanities, with one students enrolling for 2025 and three students deferring. Two students were offered and deferred places at Murdoch University in the fields of Health and Humanities. One student was offered and deferred a place at the University of Notre Dame in a mixed field program. Our biggest destination was the University of Western Australia, where five students enrolled and four students were offered and deferred places in Health, Science, Education and Humanities, with four of them opting for a secondary field in Health, Humanities and Arts.

Other students gained apprenticeships, TAFE placements and employment.

10. School Improvement

The main goals that were a priority on the Catholic School Improvement Plan (CSIP) for St Joseph's College in 2024 were focused on three "anchors" – Belonging, Being and Becoming. The following CSIP targets below addressed these in 2024:

Catholic Identity

- Staff and students will have a greater understanding of Catholic beliefs and teachers. Development of a Catholic 101 resource, sacred spaces at the College, sacramental and liturgical celebrations, Christian prayer.
- Review of the College Christian Service Learning programme
- Opportunities for students, staff and parents to increase their understanding of the Catholic Faith Tradition. Staff Retreat, service learning for staff, improvement of pastoral care processes.

Education

- Development of numeracy skills in the Junior School. Scope and sequence, mental maths.
- Greater cohesion and progression between Year 6 and 7 maths. Curriculum delivery and data-informed pedagogy.
- Junior School literacy. Spelling programme review.
- Secondary English. Guided reading, curriculum mapping and comprehension and analysis integration across learning areas.

Community

- Wellbeing and pastoral care for the needs of students and staff.
- Greater knowledge and recognition of First Nations people, commitment to providing educational opportunities to First Nations children.
- Inclusion of First Nations culture and traditions. Embed First Nations culture and perspectives into teaching and learning programmes.

Stewardship

- Develop and implement a Staff Appraisal and feedback process.
- Continue renovations to the De Vialar building (Secondary School).

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ST JOSEPH'S COLLEGE, ALBANY 2024

Part 2: School Community Report

Advisory Council Chair Report 2024

St Joseph's College has been a big part of my family's life. Both my husband and I are Year 12 graduates and Lifers, and our son Santino has just graduated from year 12 after 14 years of school and is a St Joseph's Lifer as well. In 2016 I decided to join the College Board as it was back then to help our College through some challenging years and to be part of a group of people who were as passionate about our school as I was and still am. I just wanted to help in some capacity as I wanted to see our school be the College of choice by our local community and a welcoming inclusive environment for all.

As I end my eight-year term on the Advisory Council I am so very proud of our College and all its achievements. In my term I have worked along two Principals, had input in the school's strategic plan, been on panels to employ executive staff and Principals and I have attended two SAC conferences in Perth. Most of all I am seeing our Capital Development Plan get off the ground with its first stages in the pipeline. I have made amazing connections with the people I have met and interacted with along the way. I was committed to making our College community strong and believe I have achieved this along with our SAC members. The St Joseph's spirit is alive and among us. You see it in our sports carnivals, in our playgrounds and in our classrooms.

Our Council is made up of dedicated people who have a vested interest in our College and contribute by supporting our Principal, Rachael, as a sounding board which I believe is invaluable. As a collective we contribute our thoughts into circumstances that concern our college and give our insight into matters that our school requires at the time. One of those being our CDP plan. We also like to be among our school community helping when we can like our Saints Café on Open Night. I would like to thank our Council members Fr. Vincent (Parish Priest), Janet Ten Seldom, Michelle Hobbs, Lorella Lionetti, Amanda Harris (Parish Representative), Tiffany West and Kylie Sexton. Special mention to Mike Trafalski Chair of Finance, Rachel Duffield, Chair of Building and Grounds and Andrew Gorman, Council member. They will be leaving the Council this year and I thank them for their commitment and dedication to the council and St Josephs.

My advice to people who might like to join the P&F or SAC - I say do it. It's a great way to meet new people and to work together for the better of the school and students and it is very rewarding. As the saying goes "strength in unity, power in teamwork".

As I leave the Council, I have comfort in the fact that it is in the hands of our Principal, Rachael Keenan who is a strong, passionate visionary who genuinely cares for our school. In the eight years our school has grown not only in numbers but also in our College Community that is among us. I believe this is our College's point of difference and part of why St Joseph's College is a school of choice.

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