

ST JOSEPH'S COLLEGE, TWEED HEADS

ANNUAL SCHOOL REPORT ~ 2008

1. A MESSAGE FROM KEY SCHOOL BODIES

1.1 From the Principal

2008 has been a year of much success at St Joseph's College. Some of the significant achievements include:

- The celebration of World Youth Day from July 10-15. We had eighteen pilgrims who travelled to Sydney with other pilgrims from the Solomon Islands and our Diocese.
- The Days in the Diocese held in the week before WYD08 where many of our College families hosted pilgrims from the Solomon Islands.
- Our continued commitment to the Youth Mass on the fourth Sunday of the month.
- The continuing opportunity for students to participate in the Sacraments of Eucharist and Penance each Wednesday.
- The successful registration and accreditation process undertaken by the Technological and Applied Studies (TAS) and Languages Other Than English (LOTE) faculties.
- The achievement of 14 'Band 6' results in the NSW Higher School Certificate. A Band 6 constitutes an HSC mark of 90 and above in any 2 unit subject or 45 or above in any 1 unit subject.
- Excellent results in Mathematics, Science and English in the School Certificate.
- The success of many of our students in sporting pursuits including students selected for NSW Combined Catholic Colleges for Under 15 Rugby League, Girls' Touch and Boys' Tennis and Swimming.
- The continued commitment of the students to reach out to the marginalised of our society. Activities included Project Compassion, Dominic (the World Vision sponsored child in Uganda), Meals on Wheels, the local St Vincent de Paul Christmas Appeal, Make Poverty History Campaign, WESTPAC Rescue Helicopter Appeal, The Gulu Walk and outreach on Monday nights to Rosies/You Have A Friend Inc.
- The success of our students in the Mock Café competition.
- The success of a Year 8 student in securing a "perfect score" in the Rio Tinto Big Science Competition.
- The Year 9 students participating in the Night of Notables.
- The Year 8 students who always had a large group at each Youth Mass.
- The Year 7 students who raised a significant amount of money for the biannual Beachathon.
- The Year 10 students who commit to Make Poverty History and visiting the elderly at St Martha's Villas.
- The commitment of Year 11 to the Leadership Camp and Rosies.
- The involvement of Year 12 in their Retreat and the positive way in which they graduated from the College.

1.2 Student Representative Council

2008 has been a very successful and exciting year for the Student Representative Council. With many activities and events we were able to raise funds for the school and build school spirit.

The first event for the year was the annual Valentine's Day Roses. These roses were kindly donated by the Atkin family and allowed students to express their love and friendship for their fellow peers. This was a great fundraiser to kick start the year, making over \$900.

In March we celebrated St Joseph's Day with the homeroom captain ball challenge. After the heats and the grand final were announced the students received an iceblock to celebrate this significant day in our school community.

The School Social, held at Tweed Coolangatta Golf Club, was a very colourful and enjoyable night with the theme '60s/Hippies'. Over 200 students attended the night of laughter, dancing and fun, helping raise over \$800.

The traditional Mothers and Fathers Day was a success amongst the students as they bought mugs for their Mums and stubby holders for their Dads, as well as blocks of chocolates but we wonder how many of these made it home to their parents!

Term 3 had our annual Dominic Day with the students dressing up in denim with a gold coin donation. Dominic is our school's World Vision sponsor child who lives in Uganda. Our fundraising goes directly into helping Dominic and his community build a better environment for them to live in. Each year we receive updates on his schooling, family and community, expressing the significant impact our donations have on Dominic. This reflects St Joseph's Community's strong sense of social justice and equality.

Many thanks to our treasurer Kate McGrath who has been a wonderful help organising the tri-series. Netball, Volleyball and Touch Football were the sports of choice but unfortunately the teachers won over the students 2-1.

At the conclusion of 2007/2008 SRC, we had accumulated over \$3,500 from the generous support donated by the student body over the year. With this money the SRC have decided to buy a Data Projector for the Doyle Centre allowing movies and presentations to be shown for the students.

The SRC would like to thank Mrs Sargent, Mr McLoughlin, and our support crew. But most importantly, thanks must be shown to Ms Stegeman. Without her, none of the activities or events would have gone forward. Many thanks to all the teachers and students who supported us. May you all be proud of what you achieved this year.

2. THIS CATHOLIC SCHOOL

2.1 Faith and Mission

2.1.1 Area Description

St Joseph's College students live in the Parish areas of St Joseph's Tweed Heads and St Anthony's Kingscliff. Students live as far south as Pottsville, as far north as Tugun and as far west as Bilambil.

2.1.2 Main Features of the School

The main features of St Joseph's College are a promotion of spiritual growth which embodies our motto '*Peace through Justice*'. We are a Catholic school providing a holistic education enabling all students to pursue personal excellence and to meet the challenges of a changing society.

The College offers spacious grounds, excellent facilities including a Multi-Purpose Centre, Hospitality Kitchen, Creative Arts facilities, Technology and Applied Studies facilities, Science facilities, five Computing Laboratories as well as twenty-seven general learning areas.

2.1.3 The School Mission Statement

St Joseph's College is answering the challenge of the Gospel in the field of education as part of the Tweed Heads Parish community. Our vision is:

"...To generate a school community climate that is permeated by the Gospel values of freedom and love. The community is one which values the uniqueness and dignity of every individual and appreciates the worth of each person who is growing in the knowledge of Christ's example."
(St Joseph's College Handbook - Section 1.)

At St Joseph's College we seek to work together with parents, students, pastors and the wider Parish community to live and learn in a spirit of encouraging "Peace through Justice" in all that we say and do.

St Joseph's College is part of the evangelising mission of the Church and as such we strive to provide students with a thorough knowledge and experience of Christianity in the Catholic tradition.

We, at St Joseph's College seek to empower each student to achieve to his or her potential by providing a quality education, which encourages academic, spiritual, moral and personal excellence.

2.1.4 The Faith Purposes of the School

With St Joseph as our model we aim to promote the maintenance of relationships based on gospel values of love, peace and justice. To assist in this mission, we at St Joseph's:

- Provide a rigorous, structured and relevant Religious Education Program, which caters for students of diverse backgrounds, levels of ability and religious commitment and practice.

- Ensure that students are provided with a thorough knowledge of the Catholic heritage.
- Provide opportunities for students to experience the Catholic faith and spiritual dimensions through daily prayer, liturgies, retreats and reflection days.
- Partake in celebrations and commemorations with emphasis on our Catholicity.
- Provide opportunities for students to ‘live out’ Gospel values by offering a structured Community Service Program
- Recognise and encourage the involvement of the Parish Priest as spiritual mentor and faith leader.
- Encourage a counter – cultural life view amongst students in regard to many of the issues they face in their everyday lives.

Time allocation for religious education is as follows:

Year 7: 6 lessons
 Year 8: 6 lessons
 Year 9: 6 lessons
 Year 10: 6 lessons
 Year 11: 5 lessons
 Year 12: 5 lessons

The number of lessons is based on forty-five minute lessons over a ten day cycle. Sacramental programmes are run on a needs basis in consultation with the St Joseph’s Parish. Major religious celebrations at the College during 2008 were the Opening School Mass, Ash Wednesday, St Joseph’s Day (19 March), Easter Liturgy, Assumption Day Mass, Leadership Mass, Graduation Mass, End of Year Awards Liturgy and the Christmas Liturgy.

Staff Prayer is a regular weekly feature of College life and student prayer occurs on a daily basis. Students in Years 7, 8, 9 and 10 participated in two Reflection Days, Year 11 participated in the Leadership Camp and Year 12 participated in the four day – three night Retreat. We have special prayer assemblies for ANZAC Day and Remembrance Day. The College has a very active St Vinnies group mentored by the Year 11 Co-ordinator.

2.1.5 Links to the Parish and Parish Involvement

The College has close links with the St Joseph’s Parish including:

- Regular attendance by classes to Parish Mass held in the College’s Holy Family Chapel each Wednesday.
- Catering for the annual thank you gathering where our Parish Priest offers a function on College grounds to thank Parish volunteers.
- Hosting the annual Corpus Christi Parade at the College.
- Instigation of a monthly Youth Mass held in the Holy Family Chapel on the fourth Sunday on the month.
- Members of the Parish community have visited the College to speak at Careers Seminars as well as a Careers Expo held for Year 10 students.

2.1.6 Wider Community Involvement

The College is an active participant in the annual ANCAC Day March through the streets of Coolangatta and Tweed Heads. There is a vibrant community service programme where students:

- Visit the sick and elderly at the local St Martha's Aged Care facility.
- Are involved in ICT peer tutoring to students at St James Primary School.
- Years 11 and 12 students and staff are involved in You Have A Friend/Rosies friends of the streets outreach to the marginalised in our society.
- Senior students participate in Lions Youth of the Year Public Speaking Competition.
- Year 10 students are involved in the Make Poverty History, an initiative of the United Nations to halve world poverty by 2015. Our involvement has been through local parishioner and Caritas Australia representative John Lee.

2.1.7 World Youth Day 2008

Three members of staff and seventeen pilgrims embarked on a journey to World Youth Day on July 14. I'd like to quote the comments of one of our pilgrims: "Speaking on behalf of the students ranging from Years 8-12 and the teachers, parents and guardians who went with us, World Youth Day was clearly the greatest experience of our lives and something that we will remember and cherish forever. We will never forget the people we met along the way and the experiences we shared with His Holiness Pope Benedict XVI and the message and teachings he shared with us all."

2.2 Parent Involvement

2.2.1 Opportunities For Parental Involvement

There are various ways in which parents and guardians can be involved in the life of St Joseph's College.

Traditionally our school has had a Parents and Friends Association which has acted as a mainly social and fund raising group for the College. After extensive consultation with parents, guardians and staff in 1999, a major change took place which as a result saw the College move from having a Parents and Friends Association to a Community Association.

The Community Association is based on a school forum model and comprises six committees: *Parent Education, Pastoral Care and Spirituality, College Awareness and Promotion, Year Parents, Special Projects and Fund Raising*. These committees are made up of parents and interested people, with each focusing on different aspects of College life, working together for the building of a strong Catholic community, while addressing particular needs within the College. The Community Association has an Executive Committee which has the main task of ensuring that the Association maintains momentum.

The College has a bright future and with the support and involvement of the community we are confident that the College will further develop and prosper. Most importantly the students will benefit from the wholesome Christian and educational community that exists at St Joseph's. Such a community can only occur when everyone who is part of that community contributes to making it better.

Unfortunately we have not had sufficient numbers in 2008 to conduct the Community Association. The Principal has made one night available each term to meet with parents who wish to discuss matters concerning their child's life at St Joseph's College.

The College has a representative on the Diocesan Parent Forum and a representative on the St Joseph's Parish Schools' Board.

2.2.2 Reporting Procedures

Parents also have the opportunity to meet with teachers regarding their child's progress in terms of:

- Formal Parent/Teacher/Student Evenings. Each year group has one designated evening per year. A second opportunity for Parent/Teacher/Student interviews for students in Years 7-10 occurred on the last Thursday of Term 4.
- Individual meetings organised between teachers and parents.
- Contact through the telephone and the diary system.
- Meetings with parents regarding elective choices in Year 9, the School Certificate, the Preliminary HSC Course and the HSC Course.

2.2.3 Other parental involvement at the College includes our much valued Canteen volunteers and parents who assist with examinations.

3. PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

3.1- National Literacy and Numeracy Benchmarks in the 2008 National

3.2 Assessment Program Literacy and Numeracy (NAPLAN)

Students in Year 7 who achieved at or below the National Minimum Standard

(NMS) applied to students in the second lowest band in each cohort and generally be in receipt of intervention and support.

	Our School	Lismore Diocese	State
Reading	9%	13%	17.5%
Writing	15	12	16.7
Spelling	7	10	15.2
Grammar	12	14	20.3
Numeracy	13	10	17.9

Year 7 students at St Joseph's College performed above the Diocese and State average in Reading, Spelling and Grammar. Both writing and Numeracy performance was above the state average but below the Diocese average.

Overall Year 7 boys' and girls' overall performance in Literacy and Numeracy were pleasing, however, boys' performance in writing and some areas of Numeracy could be improved.

Students in Year 9 who achieved at or below the National Minimum Standard

	Our School	Lismore Diocese	State
Reading	12%	13%	22.3%
Writing	35	25	30.1
Spelling	15	17	20.8
Grammar	30	20	26.6
Numeracy	13	15	21.8

Year 9 students at St Joseph's College performed above the Diocese and State average in Numeracy, Spelling and Reading. However the performance in Writing and Grammar are of significant concern for both boys and girls.

As a cohort, improvement could be made in seeing more students achieving at the top bands in comparison to other Diocesan schools (particularly with Year 7 Numeracy and Year 9 Literacy)

3.3- 2008 School Certificate Results

3.4 113 students sat the 2008 School Certificate at St Joseph's College. The percentage of students who achieved results in either Band 5 or Band 6 was above the state statistics for these bands in English Literacy, Mathematics, Science and Australian Geography. This includes eleven Band 6 results in Mathematics. The percentage of students who achieved either a Band 1 or Band 2 was well below the state statistics for these bands for all School Certificate Tests in 2008. The Computing Skills Test resulted in 70.09% of our students achieving a Highly Competent grade; this statistic significantly higher than the state statistics of 57.72% for Highly Competent.

2008 Higher School Certificate Results

92 students sat the 2008 Higher School Certificate at St Joseph's College. This cohort was unique in that 25 out of the 92 students were non UAI candidates; a situation not mirrored in previous years nor evident among the senior students of the present. The College had 14 listings on the Distinguished Achievers list (90% + in a course), these listings spanning 9 different courses. One third of all individual subject results were in the top two bands (80% + in a course).

4. PROFESSIONAL LEARNING AND TEACHER STANDARDS

4.1 Details of Teaching Staff

In 2008 St Joseph's College had a FTE (full time equivalent) of 54.9 staff teaching in the following faculties:

- Religious Education
- English
- Mathematics
- Science
- Human Society and Its Environment
- Languages Other Than English
- Creative Arts
- Technological and Applied Studies
- Personal Development, Health and Physical Education

In addition the College has a full time Librarian, a full time Special Education Teacher and a full time Counsellor.

In the non-teaching area the College personnel in 2008 was as follows:

- Five Secretarial Staff
- One Library Assistant
- One TAS Assistant
- Two Maintenance/Grounds Personnel

Seven Special Education Aides
One Laboratory Assistant
One Canteen Manager
One ICT Support Person (16 hours per week)

The College Executive consists of:
The Principal, The Deputy Principal, The Curriculum Co-ordinator,
The Religious Education Co-ordinator – Curriculum,
The Religious Education Co-ordinator – Ministry, and the Year 7 Co-ordinator
(which in the latter part of the year changed to the School Pastoral Advisor)

All staff are accredited with the NSW Institute of Teachers.

4.1.1 Teaching Qualifications

All teaching staff have teaching qualifications from a higher institution within Australia.

4.2 Professional Learning

Topics covered at Professional Development Days include:

- Restorative Justice In-Service for all staff.
- Restorative Justice Spirituality for staff.
- Ignatius Spirituality.

One staff member participated in HSC marking for English this year and a total of 274 days professional development took place.

The average expenditure per teacher on professional learning was \$2,800.00.

5. TEACHER ATTENDANCE AND RETENTION

5.1 The Average Teacher Attendance Rate

95.64%

5.2 During 2008 several staff participated in leave. At the end of 2008 four members of staff had resigned their permanent positions. Two members of staff have commenced maternity leave at the end of 2008 and will be on leave for all of 2009. Two staff members have taken leave from their positions in order to teach overseas.

6. STUDENT ATTENDANCE AND RETENTION RATES

6.1 Student Attendance

The average student attendance rate in 2008 was 89.5 % With respect to retention rates, the following table will provide suitable information:

Year Group 2007	No of Students 2007	No of Students who left 2007	Year Group 2008	No of Students 2008
7	125	2	7	158
8	121	4	8	150
9	108	6	9	123
10	100	24	10	109

11	102	3	11	77
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6.2 Retention Rates

Year 10 2006	No who left at end 2006	Year 11 2007	No who left at end 2007	Year 12 2008
138	29	100	3	93

This indicates that 67% of Year 10 2006 completed Year 12 at St Joseph's College in 2007. All figures are taken from the August census each year.

7.1 Year 10 2008

Work force 12
Further Study 14
Unknown 0

Year 11 2008

Work Force 34
Further Study 59
Unknown 0

8. ENROLMENT POLICIES AND PROFILES

8.1 Enrolments for the following Year 7 cohort are taken up to the end of Term 2. Enrolments for other year groups are taken at any time upon interview with the College Principal.

Enrolment interviews for the following Year 7 cohort are held in Week 3 of Term 3 and parents are notified by Week 7 of Term 3.

Parents wishing to be placed on a waiting list for enrolment are required to complete and submit an Application for Enrolment. Upon a vacancy arising the priority listing for interviews is based upon the Enrolment Policy and date of submission.

St Joseph's College Enrolment Policy

The parent/caregiver of any student is eligible to complete an application for enrolment form. However any such enrolment shall be subject to the following criteria:

- The first priority will be given to Catholic children who have completed the sacramental program and are already enrolled in other parish schools.
- The second priority for enrolment will be Catholic children who have completed the sacramental program and who are not enrolled in other parish schools.
- The third priority for enrolment will be Catholic children who have not completed the sacramental program who are in other parish schools.
- The fourth priority for enrolment will be Catholic children who have not completed the sacramental program who are not in parish schools.

- The fifth priority for enrolment will be non-Catholic children who are in other parish schools.
- The sixth priority for enrolment will be non-Catholic children who are not in parish schools.

Notwithstanding the above criteria, the student's behaviour and participation in their previous school life is to have been consistent with the stated expectations of St Joseph's College. In addition, the enrolment process will evaluate the family's compliance with the payment of school fees at their previous school.

As a guideline, a ceiling of 30% for non-Catholics is recommended.

Enrolment Offer – St Joseph's College

Those offered a place at the College are required to be compliant with the Student/Parent Agreement form and pay a \$50.00 bond (a student entering the College will have the \$50.00 credited against their first term's school fees). The Student/Parent Agreement form is found within the College diary and needs to be signed by both students and parents at the commencement of each school year.

In signing the Enrolment Agreement, parents/guardians agree:

- To be bound by the rules and regulations of the school including those pertaining to uniform and discipline.
- That all school fees and charges due and payable each term will be paid by the due date, or as per arrangement approved by the Parish School Fees Manager
- That in the event of a term's fees and charges not being paid within the terms and conditions of the School Fees Policy, notice may be given requiring the student to be withdrawn from the school pending payment of all outstanding fees.
- That the school reserves the right to suspend a student for disciplinary reasons without refund of fees and charges.

Annual School Fees

The Parish Schools Board will mail out a notice to all school families at the end of each year, advising of the school fees for the following year.

Annual school fees will be invoiced at the beginning of Terms 1-3, and fees will be payable within 21 days from the date of the invoice. A discount of 5% is offered on the fee when the full years fees are paid within 21 days of the commencement of Term 1.

All overdue accounts, not subject to an arrangement approved by the School Fees Manager, are subject to an interest charge of 7.5% compound interest calculated on the outstanding balance.

General Composition

The general composition of the student population (as of the August census) is as follows:

Year	Boys	Girls	Year Group Totals
7	80	78	158
8	79	71	150
9	54	69	123
10	59	50	109
11	32	45	77

12	50	43	93
Totals	354	356	710

9. SCHOOL POLICIES

9.1 Student Welfare

St Joseph's College is committed to the pastoral care of all members of its community (staff, students and parents). St Joseph's College has a well developed and extensive pastoral care policy for students and supports this commitment in its full time establishment.

Every member of the St Joseph's staff is required to be screened under the Child Protection Legislation.

At St Joseph's College an OH&S C-ordinator helps ensure that safe practices are maintained.

At St Joseph's College students are exposed to a variety of pastoral programmes, including, but not restricted to: Seasons, Motivation, Anti-bullying, RRISK; Defensive Driving; Safety for Schoolies: Drug and Alcohol Abuse.

Pastoral Care

St Joseph's College is strongly committed to the pastoral care of staff and students. This is exemplified in the College Mission Statement 2006 – 2009 where the first goal states:

"To maintain and develop relationships based on Gospel values and in the spirit of our motto 'Peace through Justice'".

Pastoral Care permeates every aspect of College life. This is demonstrated by attitudes, values and beliefs that are held by all members of the College community and manifested both inside and outside the classroom. It concerns the whole school community and involves the total development of the individual child. To assist in this end the following are in place at St Joseph's College:

- A Pastoral Care Programme, which operates fortnightly for 54 minutes, deals with issues relevant to the year group, is organised by Year Co-ordinators in consultation with Homeroom Teachers and Pastoral Assistants and involves all College teaching staff and students.
- A Religious Education Programme which supports the total development of the student – spiritually, morally, emotionally and intellectually.
- Roles to pastorally assist all staff and students such as Year Co-ordinators, Homeroom teachers, Pastoral Assistants (all non-Homeroom teachers allocated to each Homeroom group), KLA Co-ordinators, a Counsellor, Careers Advisor, the Assistant Principal and the Principal.
- A Welfare and Discipline Policy based on the rights and responsibilities of each member of the community.
- A 'Bullying and Harassment Policy' which is aimed at creating a 'Safe' environment for all members of the College community.

- Opportunities outside the classroom to nurture the development of relationships and personal growth such as Reflection Days and Retreats.
- A Pastoral Reporting System which provides parents with extensive information acknowledging individual achievements, involvement in extra-curricula activities and awards.
- The Student Diary which provides open communication between staff and parents regarding all matters.
- Opportunities for the community to meet in formal and informal situations such as Information Evenings, Parent/Teacher Evenings, Open Days, the College Expo and the annual Talent Quest/Food Night.

Discipline

Each family is issued with a booklet outlining our Welfare, Discipline and Pastoral Policies, including bullying.

Discipline at St Joseph's College is based on a restorative justice model whereby students are expected to take ownership of their actions and to realise the impact on themselves and others. The expectations the College has on its students is publicised in the Student/Parent Handbook and the students' rights and responsibilities are published in the student diary.

Parental or Guardian Complaint Policy and Procedures

The spirit of this policy is one of equity and justice.

It is based on the belief that home and school form a partnership for the mutual benefit of children. It acknowledges that host procedures are those which involve the home, the school and the student in positive interaction.

Rationale

Occasionally there is a need for parents and/or guardians to raise concerns about practices or policies in schools. These concerns are generally addressed to all parties' satisfaction at the local level through informal means (*Scenario 'A'*).

Where this is not the case and a more formal structure is needed, then the following procedures will be enacted (*Scenario 'B'*). In either case these procedures aim to:

- Expediently resolve the complaint, whilst ensuring that parents and students are not victimised and that the rights of teachers are not prejudiced.

The objective of this policy is to resolve complaints as quickly as possible.

If the complaint relates to Child Sexual Assault or Abuse, Principals should follow the procedures for the mandatory notification to the Department of Community Services.

Procedures: SCENARIO 'A'

Complaints about school matters should be made to the Principal.

Upon receipt of a written complaint or a transcribed oral one, the Principal or other appropriate person is to:

- Discuss the issue with the person who is the subject of the complaint.

- Provide a copy of the written complaint to the staff member who is the subject of the complaint (if appropriate).
- Notify the Parish Priest of the complaint (if appropriate).
- Clarify the issues of the complaint.
- Investigate options for resolution.
- Discuss options for resolution with all parties.
- Decide on the option deemed to be the most appropriate and implement decision and feedback to all concerned.

To be effective schools should deal with complaints sensitively, promptly and confidentially. Matters need to be resolved as soon as possible and in a way which treats all parties with dignity and respect. *It is important to note that anonymous complaints are not accepted or acted upon.*

If a satisfactory outcome is not achieved further conciliation may take place in an effort to resolve any outstanding issues.

On rare occasions where resolution is unlikely a decision needs to be made with the best learning outcome for students as paramount.

This is ultimately a school, parish decision.

Procedures: SCENARIO ‘B’

*To be implemented when matters are not satisfactorily resolved at local event.
In the case of a formal complaint against the Principal the complainant should contact the Diocesan Director of schools.*

Should this occur, the Director or his/her appointee will implement the following steps.

NOTIFY the Parish Priest of the complaint.

CLARIFY that the complainant has made contact with the school. That the ‘complaint’ has been aired and a reasonable hearing obtained.

REVIEW/REASSESS what is the current source of dissatisfaction with what is left unresolved. Request this be presented in writing or document an oral complaint if appropriate.

APPROACH the school, ie the Principal who with some assistance may be able to resolve the issue at the local level.

CONSULT with all parties in an endeavour to resolve the issues.

PROVIDE feedback to all parties regarding the resolution of the complaint.

To gain resolution of a complaint, it may help to keep the following points in mind:

- The focus of effective complaint resolution is conciliation.
- Conciliation may be achieved by facilitating a meeting or meetings between the relevant parties or by discussing the issue with the parties separately.
- Any other person who is able to assist should be consulted.

Typically outcomes of successful conciliation may be that:

- the parties resolved their differences; or
- the complaint is withdrawn; or
- a reasonable compromise is agreed upon.

Policy on Bullying and Harassment

What is Harassment and Bullying?

- **Harassment** is any form of behaviour that is not wanted, and not asked for, which humiliates a person.
- For behaviour to constitute harassment, it must be unwanted and uninvited.
- To prove harassment, the complainant does not need to demonstrate disadvantage.
- It is sufficient to have felt offended, humiliated by the behaviour and for it to be reasonable to have felt that way.

Bullying is repeated, unreasonable behaviour directed towards a person that creates a risk to mental or physical health and safety.

At St Joseph's College, our goal is to maintain and develop relationships based on Gospel values and in the spirit of our motto, "Peace Through Justice" (Mission Statement 2001-2005)

At St Joseph's College we do not tolerate the following behaviours:

Physical Harassment - Hitting, pushing, kicking

Social Harassment - Exclusion, spreading rumours

Verbal Harassment - Threats, put-downs, pranks, name-calling, standover tactics, teasing

Sexual Harassment - Inappropriate touching, gestures or comments about another person's moral or private life

Economic Harassment - Stealing money or property, not paying debts, ridiculing clothing

Cultural Harassment - Racist remarks, language or insults

Psychological Harassment - Standover tactics and gestures

Spiritual Harassment - Ridiculing beliefs and practices

These behaviours can be carried out in the following ways:

- To staff, students and parents
- Individuals or groups
- Telephone, in writing or e-mail
- Direct or indirect means

What students MUST do:

- Treat others with respect and dignity at all times.
- Be prepared to listen to what others are saying about your behaviour and be prepared to change if it is inappropriate.
- If you see anti-social behaviour taking place, **speak up!** You must report it to an adult you trust.
- Make an effort to be with people who treat others with respect. Being part of a group is no excuse.
- Be assertive. Be strong in rejecting anti-social behaviour. Nobody has the right to harass you.

- If you are harassed, tell someone you trust such as parents, Homeroom Teacher, Subject Teacher, Year Coordinator, KLA Coordinator, School Counsellor, Deputy Principal or Principal.

What will happen if an incident is reported?

- The student being harassed will be listened to.
- The situation will be **assessed**, and appropriate action will be taken.
- A **negotiated plan** will be developed to resolve the issue with the student or students. This may involve counselling.
- The appropriate people will be contacted.
- There will be a **follow-up** in an agreed length of time and disciplinary action will be taken if students continue to demonstrate anti-social behaviour.

Possible consequences of anti-social behaviour:

Physical Consequences - Headaches, anxiety-related illnesses, eating disorders

Social Consequences - Isolation, reduced school attendance or involvement, absence from activities

Verbal Consequences - Depression, lowered self-esteem, diminished confidence, fear

Sexual Consequences - Delayed development, loss of identity, distortion about image and body image

Economic Consequences - Loss of books, equipment, hardship

Cultural Consequences - Confusion, embarrassment, familial conflict

Psychological Consequences - Loss of self-esteem, fear

Spiritual Consequences - Loss of faith, meaninglessness, hopelessness, loss of trust

What Parents can do:

- If your child has concerns ask how you may best help him/her and assure him/her that he/she has done the right thing in reporting the incident.
- Establish the facts. Find out exactly what happened, who was involved, when, where and whether there was any provocation.
- Do not attempt to sort out the problem yourself. This may worsen the situation. Make an appointment to see your son's/daughter's Homeroom Teacher or Year Coordinator or KLA Coordinator to present your concerns with the aim of working together to resolve the problem.

9.1.1 Changes Made to These Polices During the Year

All College policies were updated during 2007 and will be up for review again in May 2010.

9.1.2 To obtain the full text of the discipline policy, please contact the College office.

10. SCHOOL DETERMINED IMPROVEMENT TARGETS

10.1 Priority areas for improvement are found throughout the Strategic Plan 2007-2009.

Priorities achieved in 2008 include:

- The participation of students from the College in World Youth Day.
- The ongoing commitment to strengthening the student work ethic.
- The continued enhancement of ICT resources in the College highlighted by the installation of data projectors in all classrooms and the Doyle Centre.

- The development of a whole school approach to expectations and standards regarding students and their learnings.
- Involvement in outreach activities to the marginalised in our society such as You Have a Friend/Rosies, Make Poverty History, Vinnies group.
- Classes in Years 7 and 8 to be streamed according to Numeracy skills for Mathematics and Literacy skills for other subjects.
- Identifying strategies for learning for Years 8 & 10 2009 based on the NAPLAN results for Years 7 & 9 2008.

11. RESPECT AND RESPONSIBILITY

11.1 Actions Taken to Promote Respect and Responsibility

At the heart of every Christian person is Jesus teaching, “Do for others what you want them to do for you” *Matthew 7:12*. This action promotes respect and responsibility. At St Joseph’s College we paraphrase this to, “Treat other people how you would like to be treated”. Students are constantly reminded at Assemblies and in classes about the need to treat others with respect and act responsibility.

With respect to community service, involvement had been as follows:

Year 7 participation in local community anti-littering campaign.

Year 8 peer tutoring in ICT of primary school students at St James Primary.

Year 9 peer tutoring in ICT of primary school students at St James Primary.

Year 10 visiting the residents of St Martha’s Hostel and Make Poverty History.

Year 11 participation in local Meals-on-Wheels and local ‘Rosies’ outreach.

Year 12 participation in local ‘You Have A Friend/Rosies’ outreach.

Students are encouraged to participate in the local Anzac Day March where approximately 1/3 of the student population is involved in local marches.

12. PARENT/TEACHER/STUDENT SATISFACTION

STRATEGIC PLAN ~ GOALS FOR 2008

KEY AREA 1 CATHOLIC LIFE AND RELIGIOUS EDUCATION				
Components 2006-2010	Performance Indicators	Strategies	Responsibility	
1.1	1.1.2	Adoption of the (new) Diocesan Vision Statement.	<ul style="list-style-type: none"> ▪ Inform staff. ▪ Parent information meeting 	Principal
	1.1.3	Enculturation of the distinctively Catholic nature of St Joseph’s College.	<ul style="list-style-type: none"> ▪ Masses availability ▪ Assemblies ▪ Reconciliation availability ▪ Reflection Days & Retreats ▪ Curriculum-Catholic Ethos ▪ Staff prayer ▪ Prayers in diary ▪ Daily prayer students ▪ Sacramental Program 	RE Ministry Deputy All Staff
1.2	1.2.4	Maintain and support teachers to gain RE	<ul style="list-style-type: none"> ▪ Investigate alternative courses through ACU and other 	Principal and Deputy Principal

		qualifications.	institutions.	
1.3	1.3.1	Social justice and outreach (student engagement, Catholic and community)	<ul style="list-style-type: none"> Continue Community Service Programmes. 	RE Ministry Year Co-ords
	1.3.3	Review the Retreat Program/Reflection.	<ul style="list-style-type: none"> Investigate alternative programs. 	RE Ministry
1.4	1.4.2	Engagement with World Youth Day 2008.	<ul style="list-style-type: none"> Start ePilgrimage consultation with CEO. 	RE Ministry

KEY AREA 2 STUDENTS AND THEIR LEARNING				
Components 2006-2010		Performance Indicators	Strategies	Responsibility
2.1	2.1.1	Set targets for the progressive improvement in HSC results.	<ul style="list-style-type: none"> Analyse previous year's results. Discussion at KLA level on strategies to engage, motivate, encourage students. See also 2.1.3 & 2.1.4 	KLA Co-ords & Curriculum Co-ord
	2.1.2	Set targets for the improvement in SC results.		'Meet the Markers' PM1 & MH2 to attend
	2.1.3	Explore best practice approaches to improving student academic results.	<ul style="list-style-type: none"> Study programmes. Analysis and utilization of SNAP & ELLA results for areas of concern/particular students. Address at KLA level. 	Curriculum Co-ord KLA Co & Literacy/ Numeracy Co-ord
	2.1.4	Strengthen student work ethic.	<ul style="list-style-type: none"> Reinforcement of work book rules. Regular work book marking and monitoring. Referrals to Year Co-ord and School Counsellor of students at risk. Staff review of classes/areas of concern. 	Class Teachers Class Teachers Class Teachers Class Teachers
2.2	2.2.1	Review/reinforce existing policy in the light of the principles of restorative justice.	<ul style="list-style-type: none"> Outline restorative justice policy to staff. 	Principal
2.4	2.4.2	To continue students' use of ICT as a tool and process for learning.	<ul style="list-style-type: none"> Faculty programming of ICT component. Analysis of 5 areas of computing skills test to map student access and practice. 	KLA Co-ords & Class Teachers ICT Co-ord
2.5	2.5.1	Apply the Student Welfare Policy consistently.	<ul style="list-style-type: none"> Increase staff awareness of Welfare Policy. Review of policy at staff level. 	Year Co-ords Executive/Year Co-ords
	2.5.3	To investigate opportunities for student leadership.	<ul style="list-style-type: none"> Enhance profile of SRC students. Continue captains/senior SRC at assembly. SRC to have profile at Year meetings/Reflection Days. 	SRC staff liaison Year Co-ords
	2.5.5	To ensure structures and programs facilitating the care, welfare and safety of students and staff.	<ul style="list-style-type: none"> Regular maintenance and review of existing policy eg staff handbook annual review. 	Executive

KEY AREA 3 PEDAGOGY				
Components 2006-2010		Performance Indicators	Strategies	Responsibility
3.1	3.1.2	Protect classroom teaching and learning time.	<ul style="list-style-type: none"> ▪ Use of ECAL to track events, sport, excursions. ▪ Any interruptions to go through KLA Coordinators. ▪ Application of current excursion policy. ▪ Inservices applications discussed at Executive level. ▪ Ensure students arrive at class on time. 	<p>Whole Staff</p> <p>Whole Staff</p> <p>Exec/Deputy</p> <p>Class Teachers</p>
	3.1.3	Whole-school approach to KLA expectations and standards.	<ul style="list-style-type: none"> ▪ Continual review, clarification, ongoing discussion <ul style="list-style-type: none"> - Assemblies - Staff Meetings - Briefings ▪ Procedures for 'failure to submit' tasks clarified. Lunch detentions. KLA Co-ords monitoring the procedure. 	<p>Principal, Deputy, Curriculum Co-ord</p> <p>Class teacher to mark off on role and give list of non submissions to KLA Co-ord to send zero letters home. Letters to be returned to KLA Co-ord who will check attendance at detention.</p>
	3.1.4	Review balance across the curriculum re academic programs and VET <ul style="list-style-type: none"> - Increase VET offerings - Increase the take-up rate of VET offerings. 	<ul style="list-style-type: none"> ▪ Continue to offer VET courses. ▪ Offer courses to cater for non UAI students. 	<p>KLA Co-ords</p> <p>Curriculum Co-ord and VET Co-ord</p>

KEY AREA 3 PEDAGOGY cont.				
3.2	3.2.1	Make provision for gifted and talented students.	<ul style="list-style-type: none"> ▪ Increase integration of G&T in classrooms/progress. 	<p>G&T Co-ord</p>
3.3	3.3.1	Adopt a whole-school approach to motivating students to learn.	<ul style="list-style-type: none"> ▪ Inservicing of staff – PEEL strategies. ▪ Encourage cross faculty sharing/discussion of successful excursions, T&L ideas at Staff Meetings. 	<p>PEEL Committee</p> <p>KLA Co-ord</p>
	3.3.2	Utilise data (ELLA, SNAP, DeCoursey, HSC, SC) to establish a whole-school approach to setting high standards for students' learning.	<ul style="list-style-type: none"> ▪ Analyse previous year's results. ▪ Discussion at KLA level on strategies to engage, motivate, encourage students. ▪ Study programmes. ▪ Analysis and utilization of SNAP & ELLA results for areas of concern/particular students. ▪ De Courcy available on common drive. ▪ Address at KLA level.4 ▪ Reinforcement of work book rules. ▪ Regular work book marking and 	<p>Literacy Co-ord</p>

			<ul style="list-style-type: none"> monitoring. ▪ Referrals to Year Co-ord and School Counsellor of students at risk. ▪ Staff review of classes/areas of concern. ▪ Better identification of individual student needs. 	
	3.3.3	Access professional development on pedagogy.	<ul style="list-style-type: none"> ▪ Discussion of available courses/progress at Executive. ▪ Dissemination of information by Executive. ▪ Professional reading distributed to staff. 	Executive Principal / Deputy
	3.3.4	Increase the competency and confidence of teachers in their use of ICT in classrooms.	<ul style="list-style-type: none"> ▪ Structured program based on needs analysis. 	ICT Co-ord

KEY AREA 3 PEDAGOGY cont.				
3.4	3.4.1	Focus professional development on syllabus implementation and key curriculum documents.	<ul style="list-style-type: none"> ▪ Scope and sequencing, programming, outcomes reinforced regularly at KLA level. ▪ Programs adhered to and delivered at individual staff level. ▪ Workbook discussion/review at faculty level. ▪ Staff to hand in registers and student workbook each term to Co-ord. 	KLA Co-ord Class Teachers Class Teachers Class Teachers
	3.5.1	Access professional development on assessment.	<ul style="list-style-type: none"> ▪ Ongoing staff inservicing and professional reading. 	Curriculum Co-ord Deputy, Principal
	3.6.1	Model and promote best practice in classroom environments which promote high student achievement.	<ul style="list-style-type: none"> ▪ Inservicing of staff – PEEL strategies. ▪ Encourage cross faculty sharing/discussion of successful excursions, T&L ideas at Staff Meetings. 	PEEL Committee KLA Co-ords
	3.7.1	Clarify professional expectations and standards.	<ul style="list-style-type: none"> ▪ Continual review at Briefings/Staff Meetings/Faculty Meetings 	All Staff

KEY AREA 4 HUMAN RESOURCES LEADERSHIP AND MANAGEMENT				
Components 2006-2010		Performance Indicators	Strategies	Responsibility
4.1	4.1.1	Strengthen the appointment process for middle managers.	<ul style="list-style-type: none"> ▪ Review role description and statement of expectations. ▪ Review process of Co-ordinator contract interviews. 	Principal
	4.1.2	Annual Review.	<ul style="list-style-type: none"> ▪ Delineation of writing review. 	Executive
	4.3.1	Strengthen middle management leadership development.	<ul style="list-style-type: none"> ▪ Investigate inservice and short course options available. 	Principal & Deputy

KEY AREA 5 RESOURCES, FINANCE AND FACILITIES				
Components 2006-2010		Performance Indicators	Strategies	Responsibility
5.1	5.1.1	Develop and implement an ICT master-plan.	<ul style="list-style-type: none"> ▪ ICT Co-ord to work on a 3 year plan. 	ICT Co-ord
5.2	5.2.1	Develop a maintenance plan for school plant and facilities.	<ul style="list-style-type: none"> ▪ Form a committee from various stakeholders to develop a plan. 	Principal & Staff
5.3	5.3.2	Review environmental practices both internally and externally in terms of professional responsibilities and staff and student stewardship.	<ul style="list-style-type: none"> ▪ Review application for water saving grant. ▪ Investigate green energy options (solar). 	Grounds Co-ord Executive
	5.3.3	Investigate possibilities for canteen refurbishment/enlargement.	<ul style="list-style-type: none"> ▪ Investigate options and approximate costings. 	Executive & Canteen Manager

KEY AREA 5 RESOURCES, FINANCE AND FACILITIES cont.				
5.4	5.4.2	Develop a process for accurate receipting of goods for KLA Co-ordinators.	<ul style="list-style-type: none"> ▪ Review current practise and link receipting to asset database. 	Finance Secretary
5.5	5.5.1	To provide staff with information about OH&S systems to enable them to comply with legislative requirements.	<ul style="list-style-type: none"> ▪ Staff Meeting agenda item. ▪ Staff training videos 	OH&S Co-ord
	5.5.3	To provide a safe environment for all members of the community.	<ul style="list-style-type: none"> ▪ Continuous assessment and development of safe practices ▪ Investigate sails for new rea in playground. 	OH&S Co-ord

KEY AREA 6 PARENTS, PARTNERSHIP, CONSULTATION AND COMMUNICATIONS				
Components 2006-2010		Performance Indicators	Strategies	Responsibility
6.1	6.1.1	Investigate and consult with parents, staff and students in order to implement a system refining parent/teacher/student evenings.	<ul style="list-style-type: none"> ▪ Survey of parents – needs analysis after the night. ▪ Staff Meeting after S/P/T nights to clarify purpose and issues raised during the process. ▪ Addressed at briefing. ▪ Memo to staff re format of evenings. 	Principal & Deputy Principal
	6.1.3	Develop methods for communication and consultation with parents.	<ul style="list-style-type: none"> ▪ Review role of student diary. ▪ Review of correspondence to home. 	Principal Deputy
6.2	6.2.2	To provide access of the Annual School Report to the community.	<ul style="list-style-type: none"> ▪ PDF format available on internet. 	Leonie Jennings
6.3	6.3.3	Investigate opportunities to develop links with local business.	<ul style="list-style-type: none"> ▪ Retail Operations course & VET courses. 	Vet Co-ord
6.4	6.4.1	Actively promote the good reputation, academic and	<ul style="list-style-type: none"> ▪ Allocate to a staff member role of media officer. 	Sharon Singleton

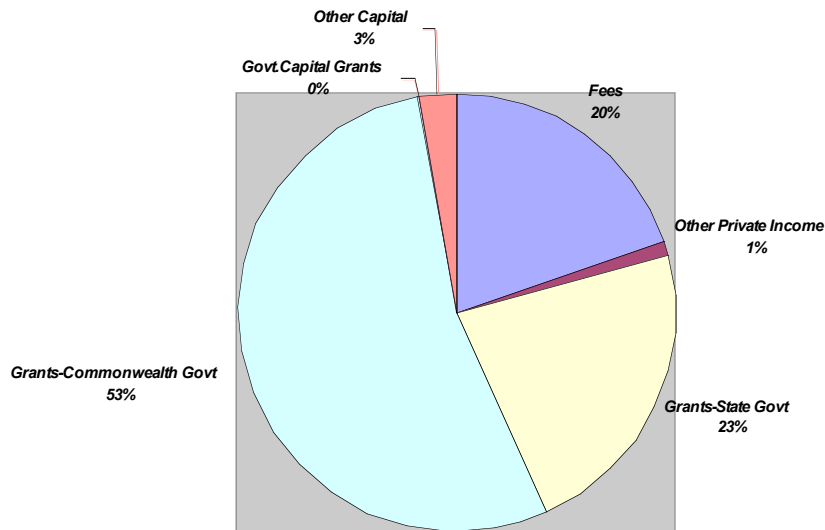
		other achievements of the College.		
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KEY AREA 7 STRATEGIC LEADERSHIP AND MANAGEMENT

Components 2006-2010		Performance Indicators	Strategies	Responsibility
7.1	7.1.1	To develop a clear annual plan with achievable goals.	<ul style="list-style-type: none"> Strategic leadership framework a permanent agenda item. 	Principal
	7.1.2	To promote opportunities for staff dialogue at staff meetings.	<ul style="list-style-type: none"> Structure input sessions whenever possible. 	Principal & Deputy
7.2	7.2.1	To encourage all staff to have input into areas outside faculty/teaching and learning responsibilities in order to assist each individual student realize their potential.	<ul style="list-style-type: none"> Staff to actively engage in pastoral period. Engage staff in discussion of involvement in extra-curricular activities. 	All staff

13. FINANCIAL INFORMATION

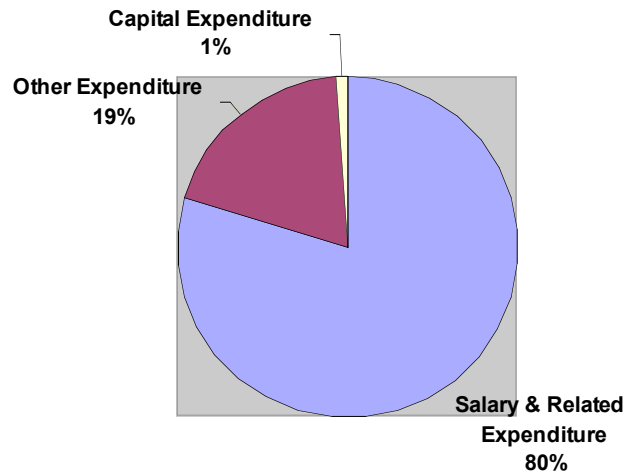
2008 INCOME - St Joseph's College - BANORA POINT



	Income Heading		School	Location	
	2008 INCOME		St Joseph's College Total	2008 INCOME Total	Grand Total
	St Joseph's College	BANORA POINT			
Data					
Fees	1638279		1638279	1638279	\$1,638,279
Other Private Income	81555		81555	81555	\$81,555
Grants-State Govt	1864937		1864937	1864937	\$1,864,937
Grants-Commonwealth Govt	4447857		4447857	4447857	\$4,447,857

Govt.Capital Grants	0	0	0	\$0
Other Capital	236926	236926	236926	\$236,926

2008 EXPENSE - St Joseph's College - BANORA POINT



	Expenditure Heading		School	Location	2008 EXPENSE Total	Grand Total
	2008 EXPENSE		St Joseph's College Total	BANORA POINT		
	St Joseph's College					
Data	BANORA POINT					
Salary & Related Expenditure	6165771		6165771		6165771	6165771
Other Expenditure	1465497		1465497		1465497	1465497
Capital Expenditure	89496		89496		89496	89496