Annual School Report
2015 School Year

St Joseph's College
Banora Point
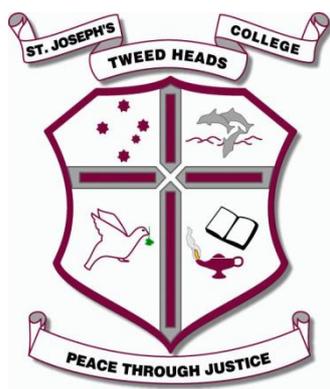
About this report

St Joseph's College is registered by the Board of Studies, Teaching and Educational Standards (BOSTES) (NSW) and managed by the Lismore Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual Report to the Parish School Community* for this year provides the parish school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The *Report* also outlines to the parish school community information about initiatives and developments of major interest and importance to the parish school community and the achievements arising from the implementation of the school's Strategic Management Plan and Annual Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office. This *Report* has been approved by the CSO which monitors school processes to ensure compliance with all NSW BOSTES requirements for Registration.

This *Report* complements and is supplementary to school newsletters, year books and other regular communications. The *Report* must be available on the school's website by 30 June 2015 following its submission to the BOSTES.

The contents of this *Report* may be tabled for discussion at various parent forums and all information is public.

Further information about the school or this *Report* may be obtained by contacting the school on (07) 5524 9002 or by visiting the website at www.sjctweed.org

1. Messages

1.1 Principal's Message

The primary purpose of St Joseph's College Catholic secondary school is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. St Joseph's College offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school continued to provide many opportunities for the students to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school's mission was lived out daily in the life of the school.

The students' achievements and accomplishments were showcased throughout 2015. Student work was proudly displayed in classrooms, on school noticeboards, in the school office and on class webpages. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St Joseph's College has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2015:

- St Joseph's College once again achieved outstanding Higher School Certificate results with an excellent overall student performance.
- Students at St Joseph's College also performed well in the vocational courses of the HSC.
- Twelve scholarships were awarded from Bond, Griffith and Southern Cross Universities.
- Numerous students were awarded various early entry matriculation placements from Southern Cross University and Griffith University totalling over a third of our matriculation candidature.

There were many opportunities throughout the year for our school to be represented at community and cultural events. The following list provides an indication of the school's cultural program and community involvement. In 2015 the school:

- Facilitated trips to Sydney to expose students to high standards in dramatic performance pieces, visual and musical works and to enable students to attend university-conducted workshops.
- Demonstrated a strong Performing Arts culture through our Choral and Instrumental Programs with regular local community performances and participation in events such as Murwillumbah's Festival of Performing Arts.
- Celebrated major community events such as St Joseph's Day, the College Swimming Carnival, the College Athletics Carnival and the Annual Staff v Students Tri Series.
- Demonstrated a strong local community involvement with 168 students marching in the Coolangatta Anzac Parade. Students also engaged with numerous local initiatives including Legacy Week, Remembrance Day and National Aboriginal and Islander Day Observance Committee (NAIDOC) Week.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2015:

- The College was successful across a wide range of sporting events including producing winners in the Diocesan Surfing Carnival and the Diocesan Touch Competition.
- Athletics and swimming once again featured as highlights of the year with students representing the school in the Combined Catholic Colleges Swimming team, the Combined Catholic Colleges Athletics team and the Combined Catholic Colleges Cross Country Championships.
- The College produced a variety of sporting teams, including, but not limited to rugby league, rugby union, golf, tennis, hockey, basketball, volleyball, netball, soccer and AFL thus demonstrating the richness and diversity of the sporting culture of St Joseph's College.
- Individual student successes included representation in Australian and State hockey and rowing teams.

There were many people who assisted in the school's quest for excellence. In particular special thanks are extended to the parent body and the school staff for all their generous efforts. St Joseph's College is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Eric Littler
Principal

1.2   A Parent Message

Last year was a positive mixture of change and consolidation. The College undertook a program of renewal and refurbishment with the building of 16 new classrooms and a much needed expanded and improved car park and drop-off/pick-up area.

The students and parents were very appreciative of this long overdue improvement.

The Year Level breakfasts, introduced in 2014, were continued in 2015 with a change in the timing after parental feedback and, once again, were well supported. These were a great opportunity for the staff and parents to engage with each other in an informal setting.

The parents have given strong support to the development of the College's Parent Portal and the development and implementation of the twice a term Student Engagement Application and Attitude report (SEAA) which gives timely feedback to parents in the period between the formal half-yearly and yearly reports.

The parent group organised and conducted a number of parent education evenings on a regional basis with the neighbouring primary schools' parent associations and we look forward to developing these links in future years.

Michael Martin
President, St Joseph's College Community Association

2.   This Catholic School

2.1   The School Community

St Joseph's College is located in Banora Point and is part of the Tweed Heads Parish which serves the communities of the Tweed Region and the Lower Gold Coast. School families are drawn from the towns and communities of the Tweed Region south to Kingscliff, Pottsville and Cabarita areas and north to Palm Beach Currumbin and surrounding areas.

Last year the school celebrated 22 years of Catholic education.

The parish priest Fr Michael Brady is involved in the life of the school.

St Joseph's College is a parish school with strong links to the parish family. The school aims to involve the children and their families in the life of the parish through activities such as:

-      A parish Wednesday weekly Mass and Reconciliation for students and local parishioners held in the College Chapel.
-      Whole school Masses and Liturgies such as Ash Wednesday and Graduation Masses.
-      Induction of students as Eucharistic Ministers and readers for Sunday Eucharist.
-      Involvement in the Sacramental Program and the RCIY program of the parish.
-      Involvement with parish initiatives to address homelessness and the local conferences of the St Vincent de Paul Society.

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text "To Know, Worship & Love". Catholic life and culture permeate school life with 2.5 hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school's prayer life. The aims and direction of our parish school are guided by *Catholic Education in the Diocese of Lismore, the Foundational Beliefs and Practices – The Essential Framework.* This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate the essence of this statement into all aspects of school life. Religious Education is given priority in our school and classroom curriculum and planning.

The parish school Mission Statement highlights the nature and calling of the school.

2.2 School Enrolment

St Joseph's College caters for children from Years 7 to 12. The following table indicates the student enrolment characteristics:

	7	8	9	10	11	12	TOTAL 2015	TOTAL 2014
Male	68	75	69	66	51	43	372	373
Female	87	74	93	84	60	68	466	432
Indigenous *count included in first two rows*	8	9	6	6	5	4	38	32
LBOTE (Language background other than English) *count included in first two rows*	-	-	3	2	-	1	6	10

2.3 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, our staff as part of their duty of care monitor attendance each day. The Class Roll is marked every day and rolls are checked each term by the principal. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by classroom teachers. Parents are requested to provide a note to the teacher immediately the child returns to school. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases students and their parents meet with the principal to discuss the leave request.

The average student attendance rate for the school during 2015 was 93.5%. School attendance rates disaggregated by Year group are shown in the following table.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance rates by Year group	95	92.5	93.2	92	93.4	94.9

2.4   Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those having formal qualifications from a recognised higher education institution or equivalent.	71
2.	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	NIL
3.	Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	NIL
4.	Teachers with recognised qualifications to teach Religious Education.	46
5.	Number of staff identifying as indigenous employed at the school.	3
6.	Total number of non-teaching staff employed at the school.	29

2.5   Teacher Attendance and Retention

The average teacher attendance figure is 95%. This figure is provided to the school by the CSO.

There were no significant staffing changes last year.

2.6   Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community.

The school models and teaches students about respect and responsibility in a number of ways:

-    'Peace through Justice', our College motto provides a strong imperative that successfully challenges our young people to grow into socially responsive adults. Students participated in a variety of service activities including:

     students being present to others through the street ministry of 'You Have a Friend', visitation programs to St Martha's Aged Care, Meals on Wheels deliveries and engaging in National Poverty Week through 'Jimbo's Big Sleep Out'.

-    Strong engagement in charity work such as Project Compassion, the Salvation Army Red Shield Appeal and the Kokoda Trail Trek.

2.7   Parent, Student and Teacher Satisfaction

The school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. The school understands the importance of regularly reviewing approval and satisfaction levels. Last year the following formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures.

-    Students have a voice through the Student Representative Council which feeds back into College life. There are regular weekly meetings attended by a member of the College Executive – changes to the assembly format were initiated through this body.
-    Exit interviews are conducted with families upon departure with a view to examining College processes as experienced by departing families. This information is used to generate conversation about areas for improvement.
-    Parent surveys were held at the Parent Teacher Nights to gain feedback as regards the organisation and effectiveness of the system.

- A parent portal has been created and other means of communication are being investigated to facilitate more parental input and communication. The SEAA (Student Engagement and Application) report is being refined after strong positive parental feedback.
- The College underwent a School Review facilitated by Insight SRC in 2014 and all stakeholders were surveyed. The results of this were used to inform planning for 2015.

3. Teaching and Learning

3.1 School Curriculum

The school provides a comprehensive educational program based on and taught in accordance with the Board of Studies and Teaching and Educational Standards (BOSTES) syllabuses for Secondary Education. Students study BOSTES mandated and approved courses leading towards the Record of School Achievement (RoSA) Award. The school offers 41 Higher School Certificate (HSC) courses and 4 extension courses.

The parish secondary school's curriculum includes the following features:

- The College's Learning Support department is led by a teacher with qualifications in Special Education and Vocational Education who, together with another qualified teacher and a team of teachers' aides, works to meet the special educational requirements of students with additional learning needs. Students' achievements are recorded and their learning is modified to enable them to reach achievable, but challenging levels, enhancing their post school life choices.
- The Vocational Pathways are expanding at the College with the VET subjects of Hospitality, Entertainment, Industry Studies, Retail Services, Construction and Electro-technology. School-Based Traineeships and Apprenticeships are also offered through the College.
- The various College enrichment programs broaden content, understanding, processes and skills beyond the core curriculum appropriate to each student's developmental level, through the identification of gifted students, accelerated classes and the provision of a differentiated curriculum to accelerate those students in their learning.
- The College has implemented a 'Learning to Learn' program for all students in Year 7 with the purpose of concentrating on developing the understanding of 'how' to learn aside from the content of learning.
- Literacy and Numeracy strategies are implemented with the provision of an integrated classroom-based program which is included in all classroom practice.
- The use of the College's learning management system, MOODLE, has been further developed to complement the 1:1 laptop program for Years 7 to 12. The use of ICT tools is designed to align with best teaching practice.

The parish secondary school offers a strong co-curricular program which includes student participation in:

- Student leadership is developed through a Student Representative Council operating at every Year level, a formal Year 11 Leadership Development Program and opportunities for service through street ministry in *You Have a Friend*, visiting St Martha's, conducting tours on Open Days and connecting with Years 5 and 6 primary students during Transition Days.
- The College staff support and organise numerous cultural events involving instrumental lessons, band, choir, art and drama including after school workshops with opportunities to perform at local venues and in community competitions.
- National and International Trips to Vietnam, New Caledonia, the Great Barrier Reef, Brisbane and Sydney excursions offer cultural immersion and out of the classroom learning opportunities.
- Local community events such as ANZAC Day Marches, Lions Youth of the Year, as well as participation in regional Gifted and Talented Days and University Open Days are generously supported by the staff.

3.2 Student Performance in National Testing Programs

3.2.1 NAPLAN

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 7 and 9 tested. In Year 7, 154 students presented for the tests while in Year 9 there were 158 students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

In both Year 7 and Year 9 there are six achievement bands with Band 9 being the highest level of attainment in Year 7 and Band 10 the highest in Year 9.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

In Year 7, students who achieve Band 6 or higher have achieved above the minimum standard. In Year 9 those students who achieve at Band 7 and higher have achieved above the minimum standard set by government.

At St Joseph's College school and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and SMART 2 Data Analysis workshops.

The following data indicates the percentage of St Joseph's College students in each band compared to the State percentage.

Year 7 NAPLAN Results in Literacy and Numeracy
Percentage of students in Bands 4 to 9

BAND	9		8		7		6		5		4	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	11.9	10.4	19.9	18.2	25.8	42.2	26.3	23.4	13.5	5.8	2.6	0
Writing	4.5	3.9	14.4	9.8	21.9	27.5	27.4	36.6	21.4	20.3	10.4	2
Spelling	11.6	9.1	28.3	35.7	27.0	29.9	18.3	16.9	8.3	6.5	6.4	1.9
Grammar and Punctuation	15.9	12.3	18.4	20.8	22.6	35.1	24.9	20.1	10.8	8.4	7.4	3.2
Numeracy	13.3	5.2	15.8	17	26.1	37.3	27.1	31.4	15.9	9.2	1.9	0

Year 9 NAPLAN Results in Literacy and Numeracy
Percentage of students in Bands 5 to 10

BAND	10		9		8		7		6		5	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	8.2	**1.3**	17.0	**19.2**	25.2	**34**	24.3	**25.6**	19.0	**17.9**	6.3	**1.9**
Writing	5.6	**4.4**	9.0	**4.4**	23.4	**27.2**	22.1	**27.2**	19.7	**26.6**	20.3	**10.1**
Spelling	9.0	**2.5**	18.7	**13.9**	31.1	**39.9**	22.4	**28.5**	10.8	**10.8**	8.1	**4.4**
Grammar and Punctuation	6.3	**2.5**	12.9	**7.6**	26.9	**31**	22.4	**31**	21.4	**22.8**	10.1	**5.1**
Numeracy	13.1	**6.5**	15.5	**9.0**	26.0	**34.8**	28.3	**37.4**	15.1	**9.7**	2.1	**2.6**

The Year 7 table above shows that the combined percentage of the top two bands for Year 7 in Reading, Spelling and Grammar and Punctuation is similar to State results with Writing and Numeracy slightly below. This indicates a need to develop programs to support these higher achieving students. This may be done through differentiation of the curriculum or support in gifted and talented programs. Further analysis of NAPLAN data shows that Year 7 growth in the area of Reading and Spelling is above State growth. This may be due to targeted reading and spelling programs in primary. The table also shows very positive results in the percentage of students in the two lowest bands indicating relatively few students are at or below the National minimum standard. This can be attributed to the support provided for those students in primary school especially the use of QuickSmart literacy and QuickSmart numeracy, which has been running for a number of years.

The Year 9 table above shows that the combined percentage of the top two bands for Year 9 is below the State results. However further analysis of NAPLAN data shows that Year 9 growth in the area of Writing is above State growth. Further development through differentiation of the curriculum to support these results would be beneficial. The table also shows very positive results in the percentage of students in the two lowest bands with the exception of Grammar and Punctuation. This may be attributed to the support provided to these students including grading in English and Mathematics as well as the continued use of QuickSmart literacy and QuickSmart numeracy.

3.2.2   Higher School Certificate

The results of the school's Higher School Certificate candidature are reported below. The table provided shows the percentage of students who achieved in the top three bands and shows a comparison with results from previous years.

Higher School Certificate: % of students in bands 4, 5, 6

	2013		2014		2015	
	School	State	**School**	State	**School**	State
Studies of Religion 1	**59%**	72%	**65%**	76%	**66%**	75%
English Standard	**44%**	52%	**62%**	43%	**64%**	48%
English Advanced	**92%**	89%	**93%**	92%	**96%**	91%
General Mathematics	**60%**	51%	**91%**	51%	**49%**	48%

Mathematics	**94%**	79%	**93%**	82%	**83%**	81%
PD/H/PE	**72%**	63%	**82%**	63%	**83%**	63%
Senior Science	**95%**	69%	**77%**	69%	**78%**	71%

In 2015 St Joseph's College achieved very positive results across a range of curriculum areas. The College attained excellent results in English Advanced, English Standard, Mathematics, General Mathematics, Senior Science, PDHPE and a number of other courses. The English results have been outstanding and are the result of staff inservice and collaborative teaching strategies in all subjects. Staff consistently share strategies for improvement based on interpretations of data in numerous forms including HSC RAP analysis. Adjustments to programs are made accordingly based on this analysis.

3.2.3   Senior Secondary School Outcomes

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

Senior Secondary Outcomes Year 12, 2015	% of students undertaking vocational training or training in a trade during the senior years of schooling.	39%
	% of students attaining the award of *Higher School Certificate* or equivalent vocational education and training qualification.	100%

The Accelerated Maths and Science classes are getting very positive HSC results and we are looking to continue this initiative.

Similarly, with the opening of the Trade Skills Centre we have been able to strengthen our Vocational Curriculum to better cater for students' needs and we are looking forward to the first TSC graduates sitting the 2016 HSC.

3.2.4   Post School Destinations

Destination data is required to be collected by all schools for students beyond the compulsory years of schooling. This table is an easy way to represent the figures ensuring school and system compliance with this Federal requirement.

Each year the school collects destination data relating to the Year 12 student cohort. The table below sets out the percentage of students for the various categories shown.

Destination Data Year 12, 2015 Graduating Class	**University**	**TAFE / Other institutions**	**Workforce entry**	**Destination not reported**
	69%	17%	14%	2%

3.3 Teacher Professional Learning

All teachers have been involved in professional learning activities during the year. These activities are designed to develop the professional skills and understandings of staff so as to improve student outcomes. Professional development can take many forms including whole-staff development days, subject specific in-services, meetings and conferences.

Whole staff development day professional learning activities in 2015 were:

Staff Professional Learning Activity	Date	Presenter
Insight / SRC School Review	20/04/15	SJC Improvement Team
Jesuit Spirituality	13/07/15	SJC Executive
Australian Curriculum	10/08/15	Leader of Pedagogy Team
WHS and Child Protection	17/12/15	CSO Education Resource Team

Additionally staff attended either singly or in groups a range of professional development opportunities including:

Activity	Staff numbers	Presenter
In-school Observations	6	Lismore CSO
Google Docs	50	Gail Berry
HSC Marking	6	BOSTES
English – for HSC	4	ETA
Various KLA Inservices	30	Lismore CSO
Australian Curriculum	10	BOSTES
Physics HSC	2	BOSTES

The professional learning expenditure has been calculated at $7,821 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.

4.   School Policies

4.1   Policy Review

School policies are reviewed regularly. The table below lists the school policies and notes any additions, changes or upgrades made during 2015.

Policy name	Status in 2015 (No change, new policy, changes made)	Access this policy at:
Acceleration Policy	Changes Made	Policies are found in the Parent & Student Handbook and at the school office
Accidents Policy	No change	
Additional Needs Policy	No change	
Anaphylaxis Policy	No change	
Asthma Policy	No change	
Bullying and Harrassment Policy	No change	
Chemical Safety in Schools Policy	No change	
Child Protection Policy	No change	
Code of Behaviour Policy	No change	
Cyber safety Policy	No change	
Duty of Care Policy	No change	
Emergency Evacuation Policy	Changes Made	
Excursion/Incursion Policy	No change	
Gender Equity Policy	No change	
Gifted and Talented Policy	No change	
Lock Down Policy	Changes made	
Mandatory Notification Policy	No change	
Merit System Policy	New policy	
Pastoral Care Policy	No change	
Prescribed Medication Policy	No change	
Privacy Policy	No change	
Student Representative Council (SRC) Policy	Changes made	
Sun Protection Policy	No change	
Welfare and Discipline Policy	Changes made	
Workplace Health and Safety Policy	No change	

4.2   Enrolment Policy

Every new enrolment at St Joseph's College requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations.

Preference for enrolment is given to children of baptised Catholics. It is a condition of enrolment that all children will participate in class religion lessons and activities, as well as prayer celebrations and school and class Masses.

A copy of the enrolment policy is located in the school office or it can be accessed on the school's website. The School Enrolment Policy explains the Parish enrolment guidelines.

4.3   Student Welfare Policy, Pastoral Care Policy

Effective student pastoral care and support for personal welfare and wellbeing are core values upheld by all College staff and permeate every aspect of College life.

This pastoral care is demonstrated by attitudes, values and beliefs and are held by all members of the school community and manifested both inside and outside the classroom. Pastoral care concerns the whole school community and involves the total development of the individual child. It is based on the belief that:

- Every student has a unique dignity that should be enhanced and encouraged.
- The total development of the individual student spiritually, morally, emotionally, intellectually, physically and socially should be nurtured.
- The establishment of a caring empathetic community based on mutual respect is the responsibility of all members of the school community.
- This caring person-centred ethos should be reflected in all facets of the College curriculum, discipline, enrolment and assessment and reporting.
- The value of the individual, irrespective of ability, status, position or cultural background is of primary importance at all times.
- A commitment to and practice of pastoral care is integral to the development of an ethos of care in the College. Pastoral Care is required to promote personal growth and to address the individual needs of all students.
- Pastoral Care is essential to fulfilling the goals of the College.

4.4 Discipline Policy

The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

"The pupil, when he has completed his training, will be like his teacher". (Luke 6, 40) The rationale underlying the College's Welfare and Discipline Policy is our Motto "Peace through Justice". We affirm that the way in which people relate to one another is crucial in the development of an environment conducive to learning and growth. The structures which are developed facilitate positive relationships based on the rights and responsibilities of each member of the community.

Discipline is most effective when it comes from within an environment of strong trusting relationships, where the unique dignity of the person is paramount. We strive to create a balance between the need to provide the person with the freedom to exercise initiative, to discover, to explore, to make mistakes and the need to establish limits which preserve the rights of all and which control impulse and irresponsibility. Limits and sanction ought to be educative and self-disciplining as well as controlling. Penalties, when applied, are to be in keeping with the nature of the violation and as educative as possible.

4.5 Complaints and Grievance Policy

St Joseph's College is committed to seeking feedback from parents, students and staff and to improving the quality and delivery of its services, policies and procedures based on that feedback.

The College acknowledges the right of parents, staff and students to raise concerns they may have about the quality of services provided or about the staff providing them and to have them addressed appropriately. Hence it will make available information about processes for managing complaints.

The College aims to address and seek to resolve all complaints in a timely manner and in accordance with the principles of honesty, transparency and justice to all concerned, cognisant of its legal obligation in relation to its duty of care to the student and of guaranteeing procedural fairness and natural justice to the employee. No person making a complaint in good faith will be disadvantaged.

The policy is available at the front office or from the school's website.

5.   School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2015 was a very rewarding year. Listed below are a number of goals and priorities that the school focused on during the year. The parish school's main goals and priorities were to:

Catholic Faith and Culture
Promote the CSYMA initiative and engage the students in community service
Develop a sacred space as part of the College extensions
Teaching and Learning
Concentrate on implementing the teacher mentor program
Concentrate on embedding formative assessment
Organisation and Administration
Review and adjust the Student, Engagement, Attitude and Application (SEAA) Report
Develop subject Professional Learning Teams
Relationships
Continue to encourage greater engagement of parents with the Parent Portal.

6.   Financial Information

Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2015 is presented below:

2015 INCOME - St Joseph's College BANORA POINT

- Other Capital 0.7%
- Grants - Govt Capital 12.2%
- Fees 18.5%
- Other Private Income 2.9%
- Grants - State Govt. 14.9%
- Grants - Commonwealth Recurrent 50.8%

2015 EXPENSE - St Joseph's College BANORA POINT

- Capital 24.5%
- Other 15.9%
- Salaries & related 59.6%