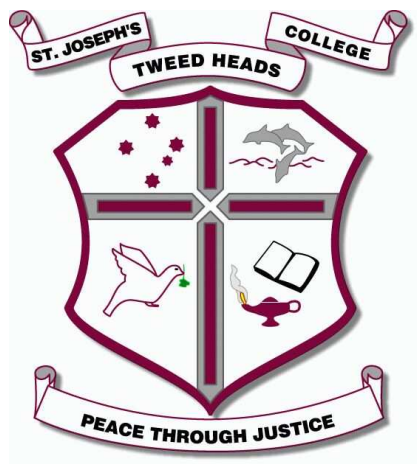


Annual School Report 2010 School Year

St Joseph's College



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About this report

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

This 2010 *Annual Report to the Parish School Community* 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 community during the year 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 Education Office which monitors school processes to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation. This Report has been approved by the CEO.

This *Report* complements and is supplementary to school newsletters, year books and other regular communications. The *Report* will be available on the school's website by 30 June 2011 following its submission to the Board of Studies.

All the information in this *Report* is public and its contents are open for discussion at various parent forums.

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

Principal's Message

The primary purpose of St Joseph's College is to support the members of the parish community in providing a faith formation for their children. The Catholic school assists parents and parishes in their educational, evangelical and catechetical mission, as well as helping the wider community in its educational and civic service. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting success. St Joseph's College offers students a Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school has continued to provide many opportunities for the faith and spiritual growth of the students as well as opportunities to excel in academic, cultural and sporting areas. All of these areas combine to ensure that our school's mission is lived out daily in the life of the school.

The students' achievements and accomplishments were showcased throughout 2010. Student work was proudly displayed around the school, 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 secondary school. The following list provides an indication of the school's academic achievements:

- St Joseph's College once again achieved outstanding Higher School Certificate (HSC) results with an excellent overall student performance that included 151 results over 80% in a variety of subjects. St Joseph's was ranked in the top 150 schools in the state. (Published in the Sydney Morning Herald's HSC Top Schools.)
- Students at St Joseph's College also performed well in the vocational courses of the HSC.
- The practical and performance based courses were another area of high achievement with 100% of the Music students achieving over 80% in the HSC.
- Congratulations to the College Dux, on his Australian Tertiary Admissions Rank (ATAR) result and the other nine students who achieved ATARs of over 90. These results reinforce the wonderful depth of achievement of the 2010 HSC cohort.
- One student was the recipient of the Southern Cross University's Vice-Chancellor's Scholarship for \$15,000. A further five 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.
- Both Year 9 and 10 Debating teams were Regional Champions and progressed to the CSSA State Debating finals held in Sydney. Both teams were country winners.

- Night of Notables, strong national Mathematics, Science, English and Geography competition participation, Gifted and Talented days, University visits and Careers Market attendance represent the breadth of opportunities available for students to demonstrate their achievements and explore future possibilities.
- A Year 11 student reached the regional final of the Sydney Morning Herald Plain Speaking Award.

'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 programmes 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 Gulu Walk.

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

- Cultural Excellence is strongly evident in the creative arts with 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. Local visual and dramatic Artists in Residence Programmes are conducted several times per year.
- Performing arts feature strong Choral and Instrumental Programmes with regular local community performance and participation in events such as Murwillumbah's Festival of Performing Arts, culminating in the College Choir winning and a number of HSC students being placed in their sections.
- The College fosters a sense of identity through community celebration events such as St Joseph's Day, the College Swimming Carnival, the College Athletics Carnival and the Annual Staff 'v' Students Tri Series.
- With a strong imperative towards local community involvement, some 126 students marched in the Coolangatta Anzac Parade. Students 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 during the year. The following list provides some examples of sporting highlights:

- In 2010 the College was successful across a wide range of sporting events including winning the Diocesan Surfing Carnival and the Diocesan Surf Life Saving Competition.
- Athletics and swimming once again featured as highlights of the year with eight students representing the school in the Combined Catholic Colleges Swimming team, six students in the Combined Catholic Colleges Athletics team and three students in the Combined Catholic Colleges Cross Country Championships.

- These notable events along with the rugby league, rugby union, golf, tennis, hockey, basketball, volleyball, netball, soccer, AFL and other representative teams that the College produces each year indicate the richness, diversity and enjoyment that permeates the sporting culture of St Joseph's College.
- Within Tweed Valley Sports several St Joseph's teams finished with the highest points at the conclusion of our Term 2 Winter Interschool Competition.
- Our U/16 Rugby League side won the Titans Rugby League Shield.

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 its development.

Peter Lyon
Acting Principal 2010

Eric Littler
Principal 2011

A Parent Message

The College is appreciative of the involvement of parents at a number of levels and continues to develop and enrich close partnerships between school, home and parish. The parental involvements include:

- assisting with community service such as the Parish 'You Have a Friend' outreach programme;
- assisting with the organisation and running of the College 'Beachathon';
- assisting with the running of the school canteen;
- assisting with the introduction and rollout of the College's 1:1 Laptop Programme;
- being active participants in Student Reflection Days;
- engaging parents as advocates of the College to other parents, through parents acting in service roles at College functions such as Open Day, Expo Evening and Year 7 Induction Evening.

The College is committed to further enhancing the opportunities for parents to be actively involved in the College and its future directions.

Lyness Fox
Parent
Representative for the School Annual Report

This Catholic School

St Joseph's College is located in the town of Banora Point and is part of the Tweed Heads Catholic Parish which serves the communities of the Tweed region. School families are drawn from the towns and communities of the Tweed Shire and lower Gold Coast regions. Last year the school celebrated 18 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 secondary school with strong links to the parish family. The school aims to involve the students and their families in the life of the parish through such activities such as:

- Wednesday weekly Mass and Reconciliation
- Youth Masses on the last Sunday of each month
- whole-school Masses and Liturgies
- induction of students as Eucharistic Ministers
- involvement in the Sacramental Programme
- the Canonisation of Mary MacKillop.

The parish secondary school uses the approved Diocesan Religious Education curriculum and the resource text “To Know, Worship & Love”. Catholic life and culture permeates school life with the mandated hours of religious education taught formally each year. These hours vary depending on the Stage level. The implementation of the Diocesan Daily Prayer guidelines supports the school’s prayer life. The purposes of this parish school are centred on *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 parish school life. Religious Education is always given priority in our school and classroom curriculum and planning.

The School Mission Statement highlights the nature and calling of the college.

St Joseph’s College caters for students from Year 7 to Year 12. The following table indicates the student enrolment characteristics:

	7	8	9	10	11	12	TOTAL 2010	TOTAL 2009
Male	77	53	69	70	42	40	351	347
Female	85	65	79	56	52	32	369	342
Indigenous <i>count included in first two rows</i>	6	3	3	4	2	2	20	
LBOTE (Language background other than English) <i>count included in first two rows</i>	1	5	-	2	3	3	14	

School Curriculum

The school follows the Board of Studies syllabus for each course offered (as required for Registration and Accreditation under the Education Act 1990) and implements the curriculum requirements of the Catholic Education Office. The curriculum and teaching and learning are shaped by the priorities and goals of the school and informed by directives from the Catholic Education Office and relevant Federal and State statutory authorities. Staff members at the school are committed to the continuous improvement of teaching and learning in all facets of the school curriculum.

The school offers 19 Board of Studies mandated and approved School Certificate Courses and 37 Higher School Certificate Courses. School Certificate electives include: Commerce, Drama, French, Food Technology, Industrial Technology-Multimedia, Industrial Technology-Timber, Information Software & Technology, Marine & Aquaculture Technology, Music, Physical Activities & Sports Studies, Photographic & Digital Media, Textiles Technology and Visual Arts. The school offers the following HSC extension courses, English Extension 1, English Extension 2, Mathematics Extension 1, Mathematics Extension 2 and History Extension 1.

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

- The college's Learning Support department is lead by a teacher with qualifications in Special Education and Psychology, who together with seven teachers' aides, works to meet the special educational requirements of students with additional learning needs. Students are tracked and their learning is modified to enable them to reach rewarding and achievable, but challenging levels, enhancing their life options.
- Vocational Pathways are expanding at the College with the VET subjects of Hospitality and Retail Services being offered within the College and supplemented by a large number of TAFE options available at three partner locations. School-Based Trainees and Apprenticeships are being introduced at the College, with a number of students already signed up and two teachers being given release time to provide for students in this area.
- Careers Education is the third arm of the team making up our Student Support Services, and through our Careers Advisor students are engaged in thinking about their possible futures from Year 7 onwards. Support increases and is more specifically targeted as students reach Years 10, 11 and 12 and includes the offer of specific career interviews and attendance at Career Markets.
- 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 and the provision of a differentiated curriculum to accelerate those students in their learning.
- Literacy and Numeracy is receiving particular attention with the appointment of a teacher with increased release time to coordinate the provision of an integrated classroom-based program designed to ensure Literacy and Numeracy strategies are specifically included in all classroom practice.

- With the introduction of a 1:1 Laptop Program for every student in the College in 2010, special attention is being given to the continuing development of teacher skill in utilising the potential of ICT tools to enhance student learning outcomes. A similar program of learning is offered to students and parents to enhance their practical knowledge of the use of ICT for learning.

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

- religious and faith formation events such as weekly Mass and Reconciliation, monthly Youth Mass, Festa Christi and Palm Sunday weekends, Ignite and World Vision conferences and retreat programs for all year levels;
- student leadership development with a Student Representative Council running 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;
- cultural events involving instrumental lessons, band, choir, art and drama after school workshops with opportunities to perform at local venues and in community competitions. Trips like the USA, New Caledonia and Sydney-Canberra excursions offer cultural immersion and exploration opportunities;
- sporting programs including structured weekly sports, fitness and skills development sessions together with many opportunities for inter-school and regional participation;
- local community events such as ANZAC Day Parades, Lantern March, Lions Youth of the Year, as well as participation in regional Gifted and Talented Days and University Open Days.

The above are some of the many opportunities students have to identify their strengths and grow in confidence.

Student Performance in National Testing Programs

NAPLAN

The school participated in the 2010 National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 7 and 9 tested. . In Year 7, 156 students presented for the tests while in Year 9 there were 145 students.

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

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

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

At St Joseph's College 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 Education Office led workshops and information sessions on NAPLAN and the associated data.

Year 7 NAPLAN Results in Literacy and Numeracy

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	8	22	26	27	37	21	19	13	8	4	2
Writing	7	11	18	23	24	32	32	28	11	6	5	0
Spelling	11	6	25	25	29	43	19	22	9	4	5	0
Grammar and Punctuation	12	8	14	17	28	37	24	26	10	6	10	6
Number, Patterns and Algebra	17	10	14	16	23	38	23	24	17	10	4	1
Measurement, Data, Space and Geometry	15	12	19	23	22	30	24	21	15	12	3	1
Numeracy	14	8	16	19	26	39	24	23	14	10	3	1

Year 9 NAPLAN results in Literacy and Numeracy

Year 9 NAPLAN Results in Literacy and Numeracy	Percentage of students in bands 5 to10											
	BAND											
	10		9		8		7		6		5	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	6	7	19	26	24	33	23	22	19	10	8	2
Writing	8	11	12	17	25	33	22	22	22	15	10	2
Spelling	10	5	18	28	29	28	23	27	11	9	9	3
Grammar and Punctuation	12	17	14	16	24	26	26	27	15	11	8	4
Number, Patterns and Algebra	13	8	18	30	18	25	29	21	15	13	6	1
Measurement, Data, Space and Geometry	14	8	12	19	25	35	27	26	16	8	6	4
Numeracy	13	9	14	23	24	32	27	23	16	11	6	3

As can be seen from the Year 7 table, a large percentage of students are in the top three bands with fewer students in the lower bands. A very high percentage of students met or achieved higher than minimum standard. This could be attributed to the preparation for the NAPLAN tests as well as support for students with additional needs. Year 7 students achieved above the state mean in all aspects of the test (with the exception of Number, Patterns and Algebra).

Results from the Year 9 table show that the percentage of students achieving in the top three bands is higher compared to the state results, with fewer students represented in the lower bands. The Year 9 cohort achieved very good results, being above the state mean in all aspects of the NAPLAN tests. The school also showed excellent growth in all aspects of the NAPLAN test. These excellent results could be attributed to the increased awareness of the need to focus on basic literacy and numeracy skills across the curriculum and the support given to students with additional needs.

NAPLAN results will be further analysed to inform teaching and learning. This will occur through the Diocesan Literacy and Numeracy Action Plans and will be incorporated into the KLA teaching programs.

School Certificate

Students in Year 10 sat for the School Certificate examination in November 2010. The table provided shows the percentage of students who achieved in the top three bands and shows comparison with results from previous years.

School Certificate: % of students in bands 4, 5, 6						
	2008		2009		2010	
	School	State	School	State	School	State
English	91.57%	76%	92.02%	82.09%	85.47%	80.75%
Mathematics	61.67%	49%	51.74%	49.1%	53.71%	52.79%
Science	77.55%	65%	80.35%	70.35%	81.44%	72.78%
Australian History	88.78%	51%	54.85%	58.44%	41.12%	51.85%
Australian Geography	51.38%	66%	72.56%	58.67%	57.24%	58.83%

St Joseph's College continues to achieve excellent results in the subjects of English, Mathematics and Science, exceeding the state average in the percentage of students achieving a Band 4 or higher over the past three years. The College's ongoing focus on literacy and numeracy programs has assisted in this outstanding achievement.

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						
	2008		2009		2010	
	School	State	School	State	School	State
Studies of Religion 1	64.50%	77%	81.62%	82.77%	80%	78.76%
English Standard	38.15%	38%	43.39%	36.05%	100%	34.89%
English Advanced	100%	89%	100%	88.68%	100%	92.57%
General Mathematics	66.08%	56%	60.77%	54.14%	69.03%	55.66%
Mathematics	63.63%	72%	66.65%	70.81%	90.46%	75.01%
Music	100%	85.1%	100%	87.13%	100%	87.50%
PD/H/PE	69.22%	63.62%	90.90%	60.24%	92.84%	70.35%
Drama	-	-	100%	81.64%	100%	78.18%

St Joseph's College has implemented a much more intensive programme of subject selection in collaboration with parents and students as well as strengthening pathway relationships with the larger community. This is enabling students to choose subjects suited to their abilities and career choices. In 2010 St Joseph's College achieved very positive results across a range of curriculum areas. All students attained a Band 4 or above in either Standard English or Advanced English which is an excellent achievement. The College continues to perform above state average in all Mathematics courses and most Science courses. Exceptional results above the state average were also attained in Music, Community & Family Studies, Design and Technology, Drama, Visual Arts, Industrial Technology, Legal Studies, Studies of Religion I & II as well as PD/H/PE.

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.	59
2.	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0
3.	Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	0
4.	Teachers with recognised qualifications to teach Religious Education.	42
5.	Number of staff identifying as indigenous employed at the school	2
6.	Number of non- teaching staff employed in the school.	23

All teachers have been involved in professional development activities during the year. These activities are designed to develop the 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 2010 were:

Staff Development Days	Term	Presenter
Apple Mac Basics & Software	1	Next Byte
Staff Ignatian Spirituality Day	3	College Executive
ICT Pedagogy	4	Apple Education

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

- cluster gatherings for teachers and co-ordinators
- professional association conferences in English and Mathematics, HSIE and PE;
- RE in-servicing for beginning teachers
- ongoing training in Study Wiz, the school's LMS
- HSC marking in PD/H/PE and Science
- Staff Spirituality Day -and Executive Retreat.

The professional learning expenditure has been calculated at \$2,438.51 per staff member. This figure has been calculated by CEO and reflects expenditure on casual release days and professional development activities in particular categories.

Teacher Attendance and Retention

The average teacher attendance figure is 95.42%. This figure is provided to the school by the CEO.

The teaching staff for 2010 was relatively stable with two maternity leave replacements and some long- service leave entitlements being taken.

The major staffing change was the resignation of the Principal, Mr Alain Sauvage half way through the year and the appointment of the new Principal, Mr Eric Littler for the 2011 school year.

Student Attendance

School attendance is always high. The Class Roll is marked every day and rolls are checked each term. 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. Parents are encouraged to arrange medical and other necessary appointments outside school hours. The principal and other key staff are made aware of sustained student absences or absences reflecting a pattern. In these situations the principal or delegated staff member contacts the parent/guardian. 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 their leave request.

The average student attendance rate for the school during 2010 was 92.4%. School attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	93.1	91.5	92.8	86.6	95%	95.5%

Senior Secondary School Outcomes

The table below sets out the percentages 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, 2010	% of students undertaking vocational training or training in a trade during the senior years of schooling.	25%
	% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

Post School Destinations

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

Destination Data Year 12, 2010 Graduating Class	University	TAFE / Other institutions	Workforce entry	Destination not reported
	70%	5%	20%	5%

School Policies

School policies are reviewed regularly. In 2010 the following policies were reviewed, updated or newly created:

- Student Welfare and Discipline (reviewed and updated)
- One to One Laptop and Procedures (new)
- Emergency Evacuation Policy (reviewed)
- Pastoral Care Policy (updated).

Enrolment Policy

The St Joseph's College welcomes enquiries from those wishing to access the quality education offered by the College especially where families are seeking alignment with the core values and Catholic ethos of St Joseph's.

As an outreach of St Joseph's Parish, mandated enrolment preference is given to children of baptised Catholics. We also have a commitment to keeping families together, hence families other than Catholic with children already at St Joseph's receive due consideration for sibling enrolments. As we are one of few regional Christian Colleges, support for all Christian families is also a consideration.

Families seeking enrolment for their children at St Joseph's College attend an enrolment interview. The interview provides an opportunity for the College to learn more about the student, their family of origin and their unique aptitudes, gifts and strengths. Families in turn learn about the educational experience provided by the school, specific school procedural policies and current school expectations, including financial obligations.

It is a condition of enrolment that all children will participate in religion lessons and activities, as well as prayer celebrations and school 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.

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 that are held by all members of the school community and manifested both inside and outside the classroom. It concerns the whole school community and involves the total development of the individual child. It is based on the following beliefs:

- that every student has a unique dignity that should be enhanced and encouraged;
- that the total development of the individual student; spiritually, morally, emotionally, intellectually, physically and socially should be nurtured;
- that the establishment of a caring empathetic community based on mutual respect is the responsibility of all members of the school community;
- that this caring person-centred ethos should be reflected in all facets of the College curriculum: discipline, enrolment, and assessment and reporting;
- that the value of the individual, irrespective of ability, status, position or cultural background be of primary importance at all times;
- that 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.

The Learning Mentor Group is the first gathering point of each day and is the place where attention to student well-being commences. It is the time to assist students to integrate all that is required of schooling and comes from understanding and encouraging each student as an individual.

Our Pastoral Care Policy is available on the website.

Student Welfare and Discipline Policy

“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.

Effectiveness of the College's policy on Behaviour Management will be marked by the following:

- relationships will be informal and friendly;
- disagreements will be resolved by dialogue and negotiation;
- misdemeanours will be few and imposition of punishments or sanctions will be infrequent;
- students will accept that teachers and College requirements are fair;
- students will be spoken of positively by staff;
- property and the environment are respected; there will be an absence of rubbish, damage, breakage, graffiti;
- there will be a feeling of a positive College climate.

Working in a spirit of restoring relationships, the College staff seek to discipline through being in right relationships with students, parents and one another.

Our Student Welfare and Discipline Policy is available on the website.

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 thereby.

School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the school's five year Strategic Plan. 2010 was a very rewarding year. Listed below are a number of goals and priorities on which the school focused during the year. The parish secondary school's main goals and priorities were to:

- continue to provide Apple MacBook laptops to every student within the College in an equitable and economical manner for families;
- continue to utilise ICLT technologies powerfully to increase opportunities for effective learning to take place, enhance communication options (through Studywiz) and to develop more efficient ways of doing core school activities;
- continue to provide School- Based Apprenticeships and Training options for Years 11 and 12, thereby providing students with an earlier and more effective link with the world of work;

- review and consult about the school timetable to enhance 21st century teaching and learning;
- improve Sports participation and options throughout the College by looking at integrated sport in Years 7 and 8;
- increase provision for staff participation in structured professional learning;
- review and enhance the school student leadership programme.

Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. The school models and teaches students about respect and responsibility in a number of ways.

- The College motto 'Peace through Justice' is constantly referred to as a touchstone for guiding behaviour and choices. Justice refers to being in right relationship, and consequently respect for others is highly sought after within the College. From Pastoral Care time, to class teaching time, to formal gatherings and liturgy, the appeal to live in right relationships is a constant focus. These relationships include with oneself, one's God, one another and our earth.
- The Student Representative Council (SRC) and College Captains have promoted a number of student initiatives that aim to teach respect for one another and to encourage students to take responsibility for the care of their environment.
- The core responsibilities of students at St Joseph's College include:
 - *Show respect for yourself, others and your environment*
 - *Be safe and support others in being safe*
 - *Be productively engaged in the learning environment*
 - *Be in the right place at the right time*
 - *Positively respect your school*
 - *Engage responsibility with your laptop.*
- A strong emphasis on social justice and service is everywhere evident in the College with students contributing to St Martha's visits, *You Have A Friend* street ministry, Project Compassion and multiple other local causes.

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:

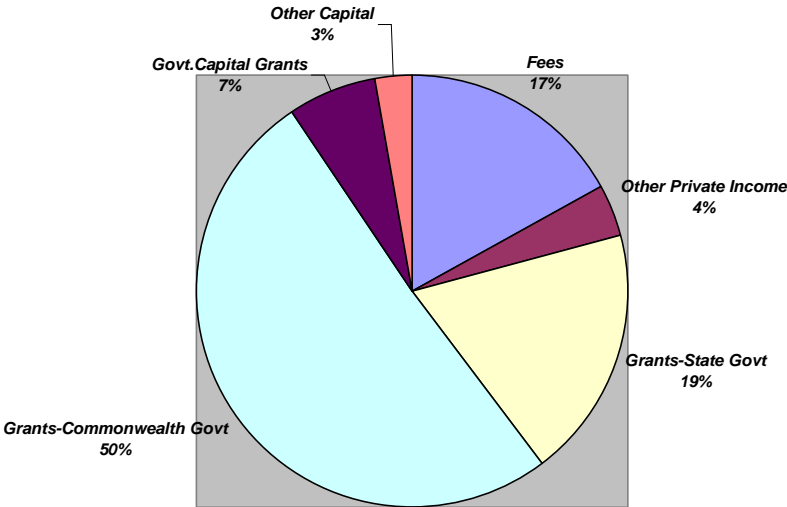
- Parents were invited to monthly forum meetings with the Principal and members of the College Executive. These informal nights allowed for two-way conversations on the direction of the College and covered pastoral, welfare and vocational and academic topics.
- Students have a voice through SRC which feeds back into College life.
- 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.

Financial Information

Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Education 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 Education Office are audited annually.

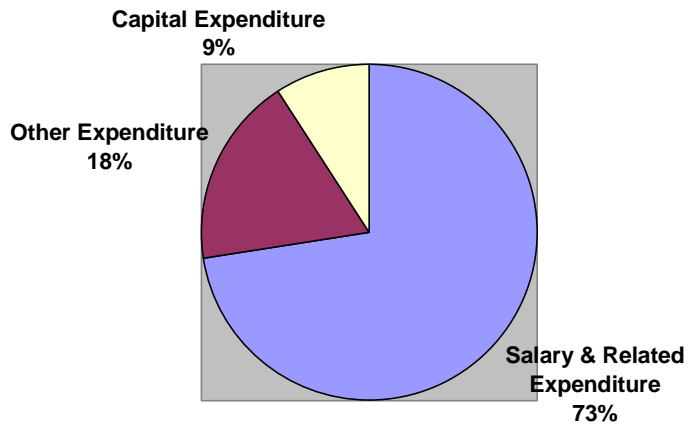
A summary of the income and expenditure reported to the Commonwealth Government for 2010 is as follows:

2010 INCOME - St Joseph's College - BANORA POINT



	Income Heading School		Location	
	St Joseph's College	St Joseph's College Total	2010 INCOME Total	Grand Total
2010 INCOME				
Data	BANORA POINT			
Fees	1830306	1830306	1830306	\$1,830,306
Other Private Income	407943	407943	407943	\$407,943
Grants-State Govt	2033343	2033343	2033343	\$2,033,343
Grants-Commonwealth Govt	5484177	5484177	5484177	\$5,484,177
Govt.Capital Grants	733565	733565	733565	\$733,565
Other Capital	292110	292110	292110	\$292,110

2010 EXPENSE - St Joseph's College - BANORA POINT



	Expenditure			
	Heading	School	Location	Grand Total
	2010 EXPENSE		2010 EXPENSE Total	
	St Joseph's College	St Joseph's College Total		
Data	BANORA POINT			
Salary & Related Expenditure	7262754	7262754	7262754	7262754
Other Expenditure	1841237	1841237	1841237	1841237
Capital Expenditure	929457	929457	929457	929457