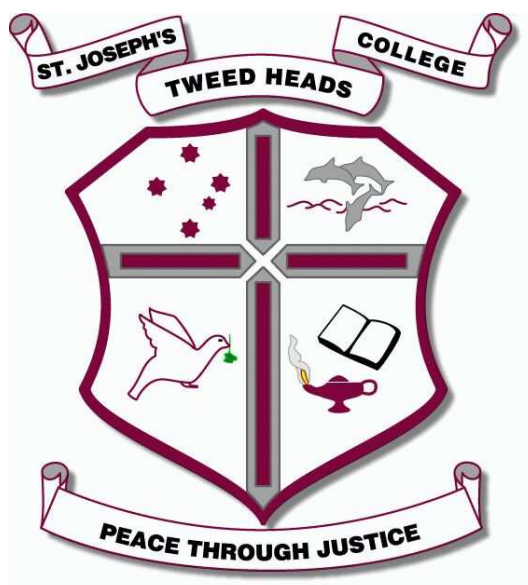


Annual School Report
2009 School Year

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 2009 *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 information about initiatives and developments of major interest and importance to the parish school 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 2010 following its submission to the Board of Studies.

The contents of this *Report* are able to be discussed 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

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 continues 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 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 2009. Student work was proudly displayed around the school, on school noticeboards, in the school office and on class web pages. 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 College improved in every area of its academic endeavours throughout 2009, culminating in the highest HSC results in many years. The following list provides an indication of the school's academic achievements:

- St Joseph's College was listed as one of the NSW schools with 100% of its candidates awarded the Higher School Certificate, an excellent indication of the persistence of students and support of their teachers. Outstanding results included 31 Band 6 results achieved by students in the 2009 Year 12 Cohort of 72. Of Australian Tertiary Admittance Rank (ATAR) – eligible students, nine students (12.5 %) achieved over 90 and another 12 (16.7 %) students achieved between 80 and 90, and over 80% of university applicants received an offer of a place.
- Jacob Bush, a 2009 senior, was awarded the NSW Premier's "All Rounder Award", one of only four awarded within the region.
- Four of out the five Tweed Shire Council "Rising Star" Scholarships to Southern Cross University (each having an value of up to \$15,000), were awarded to St Joseph's Senior students, Ashleigh Dunemann, Stephanie Mai, Stevie Lee Peace and Kodie Buckley-Dunn. A further 16 University scholarships were awarded to other students for places at Bond, Griffith, New England and Southern Cross Universities.
- Our Year 8 Debating Team were grand finalists in the NSW Debating Federation, travelling to Sydney for their final round of competition.
- *Night of Notables*, strong National Mathematics and Science 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.

'Peace Through Justice', our College's 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 raising over \$6,500 for the victims of the Victorian Bush Fire and generously contributing to Project Compassion, Team Sarcoma Foundation and the Gulu Walk.

There were many opportunities throughout the year for our College to be represented at community and cultural events. An indication of the school's cultural program and community involvement is reflected by the following activities:

- 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 artists and dramatic artists- in -residence programs are conducted several times per year.
- Performing Arts feature strong choral and instrumental programs with regular local community performances and participation in events such as Murwillumbah's Festival of Performing Arts culminating in the student – conducted annual Talent Quest.
- The College fosters a sense of identity through community celebration events such as St Joseph's Day and Joey's Big Day Out.
- With a strong imperative towards local community involvement, some 144 students marched in the Coolangatta ANZAC Day 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:

- Diocesan Swimming and Athletics Carnivals were well represented by St Joseph's College students, with many winning in their age championships and progressing to NSW Combined Catholic Schools Competition level.
- 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 U15 Touch Football Girls were finalists at the Diocesan Championships.
- Numerous girls and boys were selected as team members at NSW and Queensland representative levels in Rugby Union, Soccer, Hockey, Netball, Australian Rules, Indigenous School Boys Rugby and Surfing. Some of these students were selected to junior elite squads associated with professional sporting 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 its development.

Alain Sauvage
Principal

A Parent Message

The College is active in the process of building new forms of partnerships between parents, students and college staff.

Its goal is to have parents engaged at multiple levels of involvement including:

- As more active learning partners through creating an immediate and responsive electronic form of communication between home and school, called Studywiz, prepared for in 2009, this will commence implementation in 2010.
- Provision of parent education opportunities, particularly in the areas of using technology, understanding learning styles and how parents may support student learning. The College has employed a part-time teacher with this dedicated role, commencing in 2010.
- Participation in direction setting and policy rollout, as was the case with the formation of a representative parent ICT consultative body in Term 4 of 2009.
- Engaging parents as advocates of the College for other parents, through parents acting in service roles at College functions.
- Using parents to build a stronger sense of community, with an increased benefit to all families of feeling a sense of belonging, trust and knowing where to go for help when needed within the extended community of parents.

Parents were consulted during the 2009 'Principal-Parent Conversations' held as part of the Parent-Teacher interview processes. Questions sought to find out levels of parental satisfaction, parental concerns and to identify areas for future growth.

We look forward keenly to the continuing growth of effective partnership at the College with a view to influencing the educational opportunities of our children together.

Mrs Joanne Bacon

Member, Parent ICT Representative Committee

Member, Parent Forum Interim Steering Group

This Catholic School

St Joseph's College is located at Banora Point on the southern most end of the Gold Coast and is part of the St Joseph's Catholic Parish which serves the communities of the Tweed region. School families are drawn from the suburbs 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 strongly and enthusiastically 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:

- Regular attendance by classes at the weekly parish Mass, held in the College's Holy Family Chapel, followed by Reconciliation

- Continued involvement in arranging the liturgy and music for the monthly Youth Mass held at the College on the fourth Sunday of every month
- Involvement by students in the sacramental program of St Joseph's Parish and by student leaders as ministers of the Eucharist and readers
- Assistance and cooperation with special events such as the Corpus Christi procession, functions to thank parish volunteers, Catholic Schools Week celebrations and a constant presence in the Parish publication, the Parish Beacon
- Attendance at Diocesan – wide Faith formation events such as Festa Christi, Palm Sunday weekend experience, Ignite Conference, World Vision Conference and Retreat Programs.

The parish secondary school uses the approved Diocesan Religious Education curriculum and the resource text "To Know, Worship and 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 philosophy of this parish school is based 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 integrate the essence of this statement more fully 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 school's student enrolment population characteristics:

	7	8	9	10	11	12	TOTAL 2009	TOTAL 2008
Male	60	75	80	53	47	32	347	354
Female	62	80	64	61	34	41	342	356
Indigenous <i>count included in first two rows</i>	3	3	6	7	2	1	22	
LBOTE (Language background other than English) <i>count included in first two rows</i>	5	0	3	3	3	5	19	

There are currently 740 students enrolled in 29 classes.

The apparent retention rate for the college from Year 10 (August 2007) to Year 12 (August 2009) was 67.6%.

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 other relevant Federal and State statutory authorities. Staff members at the school are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

The school offers 18 Board of Studies mandated and approved School Certificate Courses and 27 Higher School Certificate Courses. School Certificate electives include Visual Arts, Music, Drama, Industrial Technology-Timber, Food Technology, Textiles, Industrial Technology-Multimedia, Photography and Digital Imaging, French and PASS. The number of students in each of these electives varies according to resources and student interest. The school offers HSC extension courses in Mathematics, English and History.

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

- The college's Learning Support department is lead by Karen Evans, 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 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. Participation in the TVET area has increased from nine students to 48 students.
- Careers Education is the third arm of the team making up our Student Support Services, and through our Careers Advisor, Matt Hall, 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 2009 National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 7 and 9 tested. In Year 7, 121 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, and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data, space and geometry.

In both Year 7 and Year 9 there were six achievement bands with Band 9 being the highest level of achievement 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 5 or higher have achieved at or above the minimum standard. In Year 9, those students who achieved at Band 6 and higher have achieved at or 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 school and student performance is closely monitored. These tests are one means of gathering data on individual student and school performance. School staff have participated in Catholic Education Office led workshops and information sessions on NAPLAN data analysis.

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	7	21	19	25	36	25	27	13	8	5	3
Writing	9	5	18	23	24	23	32	33	11	12	7	5
Spelling	13	6	20	27	29	33	24	24	10	8	5	3
Grammar and Punctuation	17	13	9	6	28	35	25	35	14	10	7	1
Overall Literacy	9	2	19	20	31	40	26	28	11	9	5	1
Number, Patterns and Algebra	14	8	20	22	24	32	22	27	13	7	6	4
Measurement, Data, Space and Geometry	14	12	16	17	27	33	27	30	13	7	3	1
Numeracy	14	11	19	26	23	25	25	27	14	12	4	0

When considering these data for Year 7 students at St Joseph's College, we can see that 99% have achieved to a minimum standard (Band 5 or better) in Overall Literacy Standards, and 100% of the cohort has achieved to a minimum standard in Numeracy. This is largely due to the great preparatory work done by the 30 primary feeder schools, which in the main include St Anthony's in Kingscliff, St Joseph's in Tweed Heads and St James in Banora Point.

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	6	19	20	30	36	24	26	14	9	7	4
Writing	8	9	12	11	24	24	23	24	22	26	11	6
Spelling	11	11	16	17	26	24	27	34	12	11	8	3
Grammar and Punctuation	9	8	13	14	24	29	30	32	14	11	10	6
Overall Literacy	6	6	15	12	28	32	29	34	15	13	7	3
Number, Patterns and Algebra	11	8	20	25	26	36	25	22	15	9	4	0
Measurement, Data, Space and Geometry	13	14	15	19	24	29	26	29	18	9	4	0
Numeracy	12	9	18	27	26	33	26	25	15	6	3	0

When considering these data for Year 9 students at St Joseph's College, we can see that 97% have achieved to a minimum standard (Band 6 or better) in Overall Literacy Standards, and 100% of the cohort has achieved to a minimum standard in Numeracy. A pleasing upward movement of students into the higher bands is noted, with greater movement into Bands 10 and 9 being achieved since Year 7 testing.

Integrated and explicit Literacy and Numeracy classroom strategies are being developed and implemented as part of regular teaching, as the college teaching staff better understand the implications of the areas being assessed by NAPLAN testing.

School Certificate

Students in Year 10 sat for the School Certificate examination in November 2009. 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						
	2007		2008		2009	
	School	State	School	State	School	State
English	82.55%	73%	91.57%	76%	92.02%	82.09%
Mathematics	39.24%	46%	61.67%	49%	51.74%	49.1%
Science	69.44%	67%	77.55%	65%	80.35%	70.35%
Australian History	53.69%	61%	88.78%	51%	54.85%	58.44%
Australian Geography	86.09%	72%	51.38%	66%	72.56%	58.67%

St Joseph's College continues to achieve growth in English Literacy, Mathematics and Science and has exceeded the state percentage of students achieving a Band 4 or higher for the past three years. In general the college has also exceeded the state average for percentage of students achieving a Band 4 or higher in 2009 with the exception of Australian History. Team teaching in Science has assisted in the continuous achievement growth.

Computing Skills On-Line						
	2007		2008		2009	
	School	State	School	State	School	State
Highly Competent	66%	61.11%	75%	70.09%	60.17%	61.91%
Competent	34%	38.88%	25%	28.97%	39.82%	36.62%

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					
	2007		2008		2009	
	School	State	School	State	School	State
Studies of Religion 1	63.78%	77%	64.50%	77%	81.62%	82.77%
English Standard	42.24%	39%	38.15%	38%	43.39%	36.05%
English Advanced	100%	89%	100%	89%	100%	88.68%
General Mathematics	79.43%	59%	66.08%	56%	60.77%	54.14%
Mathematics	64.69%	70%	63.63%	72%	66.65%	70.81%
Music	90.9%	85.26%	100%	85.1%	100%	87.13%
Hospitality	100%	51.20%	61.17%	88.88%	42.85%	64.9%
Drama	90.9%	76.43%	-	-	100%	81.84%

In 2009 St Joseph's College achieved the most positive results in the school's recent history. Achievements by students continue to grow in almost all reported areas as listed above. 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. The areas of Music, Hospitality and Drama are all representative of our specific demographic. As the school is situated in the Gold Corridor both courses in hospitality, and creative arts and performing industries continue to be popular choices with students. Achievement in each of these areas continues to outstrip the state mean significantly. Hospitality although below the state mean in 2008 and 2009 continues to grow in numbers.

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.	55
2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	-
3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	-
4. Teachers with recognised qualifications to teach Religious Education.	38
5. Number of staff identifying as indigenous employed at the school	1
6. Total number of non teaching staff employed in the school.	31

All teachers have been involved in professional development activities during the year. These activities are designed to develop the skills and understandings of staff 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 2009 were:

Staff Development Days	Term	Presenter(s)
Focus on ICT: Digitising Content, Moodle, Web 2.0 Applications, Embedding Videos, ICT Tips and Tricks	1	CEO ICT staff, College staff
Literacy and Numeracy Strategies for the Classroom, Managing Stress, Building a Professional Learning Community Together	2	Variety of guest speakers College Staff
Launch of Task Forces - examining continual improvement across the College based on best evidence research and practice	3	College Staff
Staff Spirituality and Retreat Day – Following in the Footsteps of St Ignatius	4	Martin Scroope

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

- Cluster gatherings for teachers and coordinators in the areas of Mathematics, English, Curriculum Coordination, NAPLAN, Gifted and Talent, VET, Drama, Visual Arts.

- A one day seminar, 'Differentiating the Curriculum' and 'Timetable Innovations' with Professor Peter Merrottsy offered to 8 staff and the College Executive.
- Studywiz Learning Management System 5 day intensive training provided for 12 representative teaching staff from each KLA. This enables development of mentor teachers within each KLA in the use of this new parent-student-teacher communication software. This is to be implemented in 2010.
- Ongoing weekly participation by all staff in Task Forces involving reading, discussing and synthesising current research and visits to leading schools.
- Program writing days which were offered to all staff on a needs basis.
- KLA coordinators and College Executive participation in planning days regularly through 2009 at which they considered strategic initiatives and how to engage in continuous improvement.

The professional learning expenditure has been calculated at \$2,500 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 daily teacher attendance figure is 96.73%. This figure is provided to the school by the Catholic Education Office. There were no significant staffing changes last 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 through SMS messaging and in the first instance by office staff. Parents are requested to provide a note to the teacher immediately the student returns to school. 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. When this is known in advance, parents request such in writing and may meet with the Year Coordinator to discuss their leave request.

The average student attendance rate for the school during 2009 was 94%. 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
	95.9	95.8	94.1	90.9	95%	92%

Senior Secondary School Outcomes

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

Senior Secondary Outcomes Year 12, 2009	% of students undertaking vocational training or training in a trade during the senior years of schooling.	33%
	% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

The College has used careers – focussed interviews with Year 10 students to determine student needs with a view to improving retention rates from Year 10 into Year 11. This combined with a diversification of pathways and subject offerings at Year 11 level has seen an improvement in retention rates into the Senior Phase of schooling.

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, 2009 Graduating Class	University	TAFE / Other institutions	Workforce entry incl Apprenticeships and Traineeships	Destination not reported
	68%	6%	24%	2%

School Policies

School policies are reviewed regularly. In 2009 the following policy was newly created:

- The Policy on Advertising was created to allow for consistency among the many requests received by parents and outside bodies to advertise their goods and services within College publications. This may be found along with all other school policies on the College website.

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, well-being and support for personal welfare 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 – is 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 is 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 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.

Our Complaints and Grievance Policy is currently under review, and when in draft format will appear on the website for comment by the College community.

School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five year Strategic Plan. 2009 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:

- Provide Apple MacBook laptops to every student within the College in an equitable and economical manner for families.
- 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.
- 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.
- Rearrange the college timetable for all students into eight learning blocks, and make the first period of the day, when students are most ready for learning, the longest.
- Establish Learning Mentor Groups that will enhance pastoral care through the use of a coordinated program, with sufficient time allocated to it, to help students understand themselves better and guide them in 'how to learn'.
- Develop a team-teaching approach with Learning Groups in Year 7, and to explore the possibility of other team-teaching approaches in other year levels.
- Provide guided study in Years 11 and 12. This is an integral part of the students' program of learning, with its emphasis on students taking up responsibility for managing their learning.

- Improve Sports participation and options throughout the College.
- Increase provision for staff participation in structured professional learning.
- Reform a dynamic Parent Association.

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.
- A new student body, The Eco Warriors, formed in 2009, has over 55 members who have dedicated themselves to educating the whole College community in the ways in which we can become more conscious of treating our environment with respect and taking responsibility for it. They are using school-based data to educate and transform our collective behaviour.
- 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, Victorian Bush Fire Appeal 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:

- Principal's Conversations were held during all Parent – Teacher Interview meetings in which parents were asked to identify what were important traditions within the College that were worthy of keeping, and what needed to change. As a consequence, the College Calendar gave priority to including the events that were valued by parents, and the items marked for change have been noted and form the basis on ongoing review of policy and process.
- During times of major change such as the introduction of Laptops, Information Evenings were held. Prior to the evenings relevant information would be circulated and blogs established to surface significant agenda. Following the Information Evening, a Parent ICT Steering Committee was formed to provide advice on this implementation. This group developed the current platform supporting the current rollout.

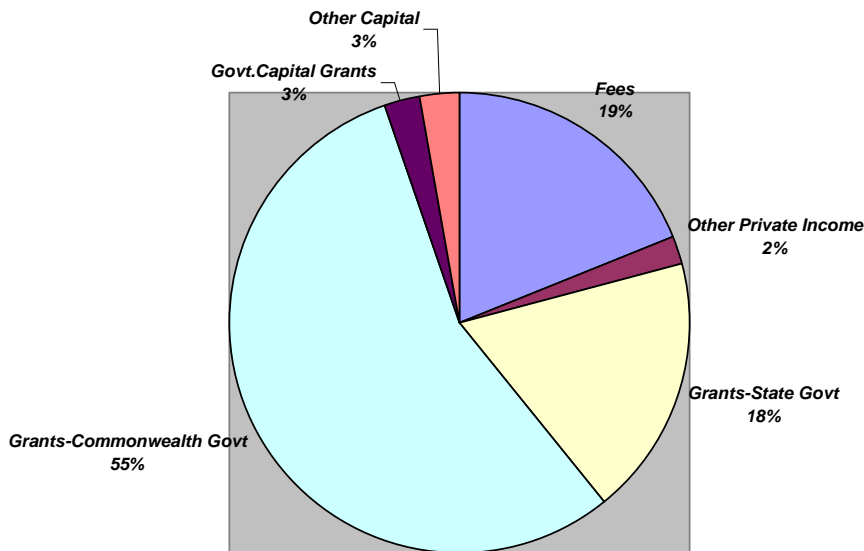
- Students have a voice through SRC which feeds back into College life.
- Exit interviews are conducted with families upon departure with a view to examining College processes as experienced by departing families. This information is used to generate conversation about areas for improvement.

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 2009 is as follows:

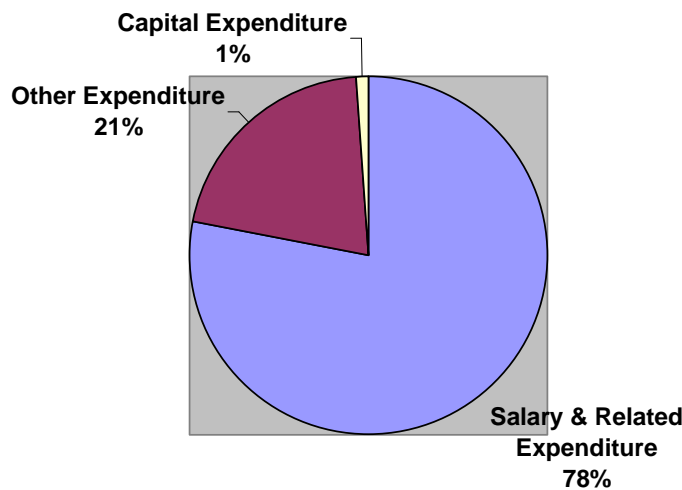
2009 INCOME - St Joseph's College - BANORA POINT



Sch.No.	1049
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	Income Heading School		Location	
	2009 INCOME		2009 INCOME Total	Grand Total
	St Joseph's College	St Joseph's College Total		
Data	BANORA POINT			
Fees	1609163	1609163	1609163	\$1,609,163
Other Private Income	172296	172296	172296	\$172,296
Grants-State Govt	1574262	1574262	1574262	\$1,574,262
Grants-Commonwealth Govt	4734815	4734815	4734815	\$4,734,815
Govt.Capital Grants	215068	215068	215068	\$215,068
Other Capital	236921	236921	236921	\$236,921

2009 EXPENSE - St Joseph's College - BANORA POINT



Sch.No.	1049
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	Expenditure Heading School		Location	
	2009 EXPENSE		2009 EXPENSE Total	Grand Total
	St Joseph's College	St Joseph's College Total		
Data	BANORA POINT			
Salary & Related Expenditure	6291281	6291281	6291281	6291281
Other Expenditure	1687401	1687401	1687401	1687401
Capital Expenditure	93328	93328	93328	93328