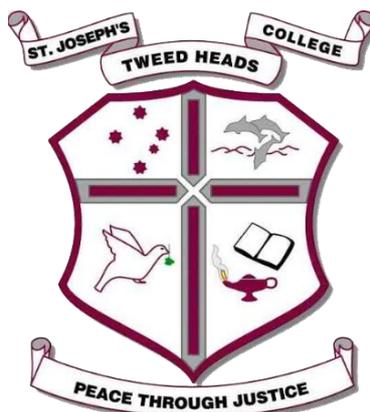


Annual School Report

2018 School Year

St Joseph's College, Banora Point



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About this report

St Joseph's College, Banora Point is registered by the NSW Education Standards Authority (NESA) 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 and the achievements arising from the implementation of the school Improvement Plan.

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

This *Report* complements and is supplementary to school newsletters, yearbooks and other regular communications. The *Report* must be available on the school's website by 30 June 2019 following its submission to NESA.

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.bpslism.catholic.edu.au.



1.0 Messages

1.1 Principal's Message

The primary purpose of St Joseph's College, Banora Point 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, Banora Point 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 2018. Student work was proudly displayed in classrooms, on school noticeboards and in the school office. 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, Banora Point has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2018 the school:

- Three of our Year 12 students attained ATARs above 90 with a high score of 99.15.
- Four students received the highest HSC marks in the Lismore Diocese for their chosen subjects.
- A Year 12 student was shortlisted for InTech (exemplars of Industrial Technology student works).
- One Year 11 student was selected to take part in the National Youth Science Forum held in Canberra.
- Ten students completed the STAR program through Southern Cross University.

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 2018 the school:

- Our College Band and Choir had success at the Murwillumbah Eisteddfod and they also performed at Open Evening and Tweed Council community events. In place of the College musical, a night of music was enjoyed by a large crowd in Term 4.
- The annual Vietnam Immersion saw 15 students and three staff complete charitable works in conjunction with the Loreto sisters.
- A number of clubs commenced at the College including the Environment Group, Chess Club and a Homework Hub was implemented and run four afternoons a week.
- A Year 12 student was selected to represent the region at the national MUNA gathering in Canberra after she was part of the College team that won the regional championships.
- Our Social Justice programmes continued their wonderful work with Year 9 students travelling to St Martha's Aged Care, Year 10 working with Meals on Wheels and Year 11 helping the You Have a Friend organisation to feed the homeless on Monday nights. Our Work Readiness Pathway students also embarked on visits to the aged care facility.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2018:

- The College had a student selected to represent Australia in dragon boating.
- Students represented the State in AFL, rowing, swimming, athletics, rugby league, soccer, surfing and body boarding.
- The College continued to compete at a high level in Diocesan and Northern Rivers Catholic Colleges sporting competitions.



- Our Rugby League teams continued to succeed by reaching high levels in various knock-out competitions within the State.
- A number of clubs commenced in the College with weekly morning sessions for the Running Club and Fitness Group.

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

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, Banora Point is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Scott Thomson
Principal

1.2 A Parent Message

The SJC Parent Group continued to meet throughout 2018 and in conjunction with the Lismore Parent Assembly, was able to bring quality speakers to the region to educate parents. The group brought back their meetings from twice per term to once per term and covered such topics as youth mental health, how to support your child in writing, report review and learning in the 21st century (but to name a few). The College provided opportunities for parents and carers to gain information that could make them better supporters of their children and their learning.

Some of the external presenters who spent time in the College with the group included Dan Haesler speaking to Growth Mindset in young people, David Kobler regarding Raising Teens in a Hypersexualised Society and Kirra Pendergast from Safe on Social. The College also continued to provide parents with free access to SchoolTV.me where resources on a large variety of topics can be found.

The opportunity was provided for parents to contribute to the College's running through discussion to ensure there is a two-way channel of communication between school and parents. There was also the opportunity for parents to attend the two night Lismore Diocese Parent Assembly Conference in Coffs Harbour where world-renowned presenters educated and entertained over 200 delegates. A number of St Joseph's parents were present and enjoyed the hospitality and opportunity provided. The Parent Assembly also ran the very successful Family Retreat at the Tyalgum Ridge Retreat Centre where families had the opportunity to connect with and deepen their faith.

The 2018 school year saw the enhancement of communication structures between the College and families. This has been well received by parents and allowed for open communication. I would like to thank the staff for making parents and carers feel they are genuine partners in their child's education. I look forward to seeing this continually build over time.

Rachel Martin
Parent Representative
Lismore Diocese Parent Assembly



2.0 This Catholic School

2.1 The School Community

St Joseph's College, Banora Point is located in Banora Point and is part of the St Joseph's Parish which serves the communities of Tallebudgera Valley to Pottsville, from which the school families are drawn.

Last year the school celebrated 26 years of Catholic education.

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

St Joseph's College, Banora Point 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:

- Providing faith enrichment events such as Transitus, Festa Christi, Shine, Kairos, LEAD and Ignite where students have the opportunity to experience and grow their faith.
- Celebrating parish Mass at the College chapel each Wednesday.
- Providing students with the opportunity to experience weekly Adoration and Reconciliation with College Chaplain, Fr Gabriel.
- Encouraging students to attend the monthly Youth Group and Youth Mass on the last Sunday of each month.
- Living out the College motto "Peace Through Justice" by providing opportunities for students to be involved in social justice initiatives.

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, Foundational values for Catholic Identity and Mission*. 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, Banora Point caters for children from Years 7 to 12. The following table indicates the student enrolment characteristics:

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | TOTAL 2018 | TOTAL 2017 |
|------|--------|--------|--------|---------|---------|---------|------------|------------|
| Male | 77 | 68 | 66 | 69 | 63 | 54 | 397 | 387 |

| | | | | | | | | |
|---|----|----|----|----|----|----|-----|-----|
| Female | 67 | 65 | 67 | 86 | 57 | 74 | 416 | 444 |
| Indigenous <i>count included in first two rows</i> | 10 | 4 | 4 | 6 | 6 | 3 | 33 | 35 |
| EALD (Language background other than English) <i>count included in first two rows</i> | 0 | 1 | 2 | 0 | 3 | 5 | 11 | 11 |

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 week by the principal or their delegate. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, SMS message or email to the school preferably on the first day of absence, and certainly within seven days. Parents and carers of students who are late to school without explanation are also sent an SMS informing them of the indiscretion. 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 2018 is shown in the following table.

| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | All Years |
|---|--------|--------|--------|---------|---------|---------|-----------|
| Average Student Attendance rates | 91.5% | 89.7% | 90.0% | 88.1% | 90.6% | 92.0% | 90.3% |

2.4 Teacher Standards and Professional Learning

| Teacher Qualifications / Staff Profile | | Number of Teachers |
|---|--|---------------------------|
| 1. | Those teachers at the NESA Teacher Accreditation Provisional or Conditional level. | 4 |
| 2. | Those teachers at the NESA Teacher Accreditation Proficient level. | 70 |



| | | |
|----|--|----|
| 3. | Those teachers at the NESAs Teacher Accreditation Highly Accomplished level. | 0 |
| 4. | Those teachers at the NESAs Teacher Accreditation Lead level. | 0 |
| 5. | Teachers with recognised qualifications to teach Religious Education. | 50 |
| 6. | Number of staff identifying as Indigenous employed at the school. | 3 |
| 7. | Total number of non-teaching staff employed at the school. | 35 |

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 95.88%. 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:

- To counter the growing number of students presenting with mental health-related issues, the College has now employed a counsellor for five days a week. The position comes with the task of implementing proactive initiatives which occurred with Year 11 students to counter the pressures of the HSC.
- As part of the wellbeing programme, the services of Your Choicez and Safe on Social were engaged for students from Year 7 to Year 10. Topics included looking at growing up in a hyper-sexualised world and awareness of social media and cyberbullying.
- A 'buddy' system was implemented with the Year 12 students being assigned to a new Year 7 student in the College to help with the transition into secondary schooling. This included being part of the orientation programme, sporting events and BBQs involving the Year 12 and 7 students.
- Our social justice programme is strong with St Vinnies group working hard to raise funds and awareness, students present on the Tweed Shire Local Youth Council, students working with the marginal through You Have a Friend, Meals on Wheels and St Martha's Aged Care.
- 16 of our Year 11 students travelled to Vietnam for an immersion programme where they helped to build a house.

The College's anti-bullying programme saw the school partake in the National Day of Action (Bullying, No Way!). Students and staff wore orange ribbons as a sign of unity to make a stand against bullying behaviour. All students completed a bullying survey and the information gathered from that task enabled staff to educate students and affirm the positive actions that are taking place in our community. The College adopted the term "The standard you walk past is the standard you accept".

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.

- Our main instrument of feedback is the Diocese of Lismore School Improvement Survey (DOLSIS). This survey is completed in March and the results are attained by the College in late May. Feedback is provided by staff, students and families. From there, the staff spend time analysing the data and mapping a strategic direction in moving our school forward. Our parent return rate was one of the highest in the diocese with close to 90% of returned surveys logged.
- Students provide feedback to staff through the annual bullying survey that is conducted in March. Questions along the lines of 'how safe they feel in the school', 'how helpful staff are' and 'is the College doing enough to fight bullying' are just some asked in the survey that is used to gauge levels of satisfaction.
- The College completed an activity with staff where participants were asked to identify the weights and balloons of the current College climate and what they saw as the ideal school in two years' time. This was part of the Building Cultural Capacity programme. It also involved identifying the ideal school.
- The staff sought feedback from parents who were involved in the SJC Parent Group who met twice a term on Monday evenings. Much of this was informal and anecdotal but areas of discussion included digital payments for excursions, canteen being on a digital payment system, information around report comments and what topics should be covered at the Parent Group meetings.

3.0 Teaching and Learning

3.1 School Curriculum

The school provides a comprehensive educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Secondary Education. Students study NESA mandated and approved courses leading towards the Record of School Achievement (RoSA) Award. The school offers 41 Higher School Certificate (HSC) courses and 3 extension courses.

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

- 2018 saw a continued staff focus on differentiation within the College curriculum. This included building on the learnings from the professional learning day facilitated by Anna Bennett in 2017. The intention was to ensure that all students are learning to their potential through activities that are commensurate with their ability and challenging in nature.
- Our learning support structure for students with additional needs was further enhanced with an increase in hours provided to support students with needs. Our Quicksmart and MacqLit programmes continued to aid students with literacy and/or numeracy needs.
- The VET offerings for students continued to be enhanced with more students taking up the opportunity to study VET courses either on campus or through TAFE. This year also saw the commencement of the Work Readiness Pathway to ensure students completing a non-ATAR pathway are not required to enrol in courses beyond their ability simply to comply with unit requirements.
- Parents and carers were well-informed regarding assessment tasks in the College. All tasks were published and categorised according to grade on the Skoolbag app and provided parents with a view of all current tasks due for their child. Staff were also required to email families at the commencement of the year and on a regular basis to inform of curriculum progression.



- Literacy and Numeracy strategies are implemented with the provision of an integrated classroom-based program which is included in all classroom practice. These are discussed and analysed in depth through the professional learning team meetings that occur in certain learning areas and informed through analysis using the SCOUT tool.

The school continues to work towards developing 21st-century pedagogy. This pedagogy will underpin learning across the school. Students in Year 7 participated in the 'Design Challenge' science this year. They were required to design and construct a mousetrap car and participate in a series of performance challenges. The school's Homework Hub, which was opened at the beginning of the year, continues to expand in terms of student numbers. The centre is housed in two classrooms where students have access to a wide range of learning resources including computers with access to the internet. Two staff members are paid to supervise the hub but teaching staff volunteer to supervise the centre which closes at 5:00 pm each afternoon. A number of clubs were started in 2018 to aid the overall experience of students including an Environment Club, Chess Club and other social justice related activities. The emphasis on the child's experience at the College is to reach their full potential.

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

- Faith immersion activities conducted by the Dioceses of Lismore including Transitus, Festa Christi, Shine, ACYF and Ignite. The College also runs its own Kairos retreat. There are also social justice programmes including You Have a Friend, Meals on Wheels and aged care facility visits. The school sends students on immersion to Vietnam and has a thriving St Vincent de Paul society.
- The College is involved in various sporting competitions including the NSWCCC, Lismore Diocese and Northern Rivers Catholic Colleges. Students have the ability for pathway progression in the former two named groups. The College also enters various State wide knockout competitions. 2018 also saw students partaking in before and after school clubs focusing on pursuits such as running, general fitness, yoga and volleyball. These complemented established lunchtime clubs such as badminton, volleyball, basketball and six-a-side soccer.
- Cultural events that include the Murwillumbah Eisteddfod, the College Talent Show, various performances within the community and drama evenings at the school.
- International cultural immersion trips to Vietnam and New Caledonia for students studying in specific areas or showing an interest in aspects of College life.
- Local community events such as ANZAC Day March, Lions Youth of the Year, as well as participation in regional Gifted and Talented days, College Talent Evening 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, 139 students presented for the tests while in Year 9 there were 127 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. From 2020 all Year 12 students must reach a minimum standard of literacy and numeracy to receive the HSC. Students can demonstrate they have met the minimum standard by completing online tests in Reading, Writing and Numeracy from Year 10 until a few years after Year 12.

At St Joseph's College, Banora Point, 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 Data Analysis workshops.

The following data indicates the percentage of St Joseph's College, Banora Point 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 |
| Reading | 11.8 | 6.5 | 18.9 | 18.7 | 27.2 | 33.1 | 24.6 | 27.3 | 12.0 | 10.1 | 4.6 | 4.3 |
| Writing | 3.7 | 7.2 | 14.9 | 13.0 | 20.7 | 21.0 | 27.2 | 26.1 | 22.9 | 25.4 | 6.3 | 3.6 |
| Spelling | 12.7 | 12.3 | 23.0 | 18.1 | 25.9 | 30.4 | 22.2 | 30.4 | 9.5 | 5.8 | 5.7 | 2.9 |
| Grammar and Punctuation | 14.8 | 11.6 | 15.4 | 5.8 | 26.5 | 34.1 | 22.1 | 32.6 | 14.0 | 13.0 | 5.9 | 2.9 |
| Numeracy | 13.5 | 6.5 | 17.7 | 18.1 | 28.7 | 39.9 | 25.3 | 29.0 | 11.7 | 6.5 | 2.2 | 0.0 |

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 |
| Reading | 8.2 | 3.9 | 16.6 | 7.9 | 30.1 | 37.8 | 25.6 | 38.6 | 14.2 | 11.0 | 5.2 | 0.8 |
| Writing | 5.3 | 3.9 | 12.8 | 5.5 | 30.0 | 25.8 | 36.0 | 32.8 | 9.3 | 21.9 | 6.5 | 7.8 |
| Spelling | 17.4 | 3.9 | 20.8 | 18.0 | 29.5 | 28.9 | 19.3 | 34.4 | 8.1 | 11.7 | 5.0 | 3.1 |
| Grammar and Punctuation | 21.8 | 3.9 | 14.4 | 11.7 | 25.7 | 28.9 | 16.0 | 25.8 | 15.6 | 26.6 | 6.4 | 3.1 |
| Numeracy | 13.4 | 7.2 | 19.1 | 15.2 | 29.3 | 29.6 | 23.6 | 39.2 | 11.6 | 8.0 | 3.0 | 0.8 |

The 2018 NAPLAN has seen writing and grammar & punctuation growth for Years 7 and 9 improve. The Year 9 improvements in writing can be attributed to a targeted programme implemented across a number of learning areas through the PLT structure. Spelling for Year 9 has shown growth and improvement. More students in Years 7 and 9 are achieving at or above expected growth [the exception to this is in reading (Years 7 and 9), numeracy (Years 7 and 9) and spelling (Year 7)]. Writing intervention will continue to build throughout 2019. The College has introduced a more comprehensive intervention programme for reading and numeracy. More students are accessing the Macqlit programme.

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: Percentage of students in Bands 4, 5, 6

| | 2016 | | 2017 | | 2018 | |
|-----------------------|--------|-------|--------|-------|--------|-------|
| | School | State | School | State | School | State |
| Studies of Religion 1 | 48% | 76% | 67% | 81% | 38% | 71% |
| English Standard | 70% | 50% | 80% | 54% | 57% | 50% |
| English Advanced | 100% | 91% | 100% | 91% | 94% | 91% |
| General Mathematics | 49% | 52% | 51% | 50% | 45% | 53% |
| Mathematics | 88% | 77% | 37% | 74% | 30% | 78% |



There has been an explicit focus on writing in the College across all learning areas in an attempt to improve HSC results. The DeCourcy analysis for a number of subjects showed greater than expected growth in subject areas and for individual students but there is a need to address students who are disengaging during their HSC.

A number of other subjects attained very good results including Society and Culture (92%), Legal Studies (72%) and Visual Arts (100%).

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

| | | |
|--|--|------|
| Senior Secondary Outcomes Year 12, 2018 | % of students undertaking vocational training or training in a trade during the senior years of schooling. | 27% |
| | % of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification. | 100% |

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, 2018 Graduating Class | University | TAFE / Other institutions | Workforce entry | Destination not reported |
| | 61% | 11% | 28% | 0% |

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 2018 were:

| Staff Professional Learning Activity | Date | Presenter |
|---|-------------|-------------------------|
| Classroom Behaviour and Student Relationships | 03/04/2018 | Peter Miles |
| Parish School Retreat | 12/06/2019 | SJC Staff |
| Autism Spectrum Disorder Workshop | 23/07/2018 | Shellae Boss |
| Building Cultural Capacity | 23/07/2018 | School Improvement Team |
| Building Cultural Capacity - Ideal School | 15/10/2018 | School Improvement Team |

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

| Activity | Staff numbers | Presenter |
|---------------------------------------|----------------------|-------------------|
| Project Based Learning | 3 | Hawker Browlow |
| Music Ministry | 3 | Melbourne Diocese |
| Positive Parent Communication | 3 | Ken Warren |
| Digital Intelligence for High Schools | 5 | Joclyen Brewer |
| Growth Mindset | 44 | Dan Haesler |

The professional learning expenditure has been calculated at \$7310 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.

4.0 School Policies

4.1 Enrolment Policy

Parish schools were established as places of educational excellence and places that transmit the faith, in the mission entrusted to the Church by our Lord Jesus Christ. They form part of a tradition of Catholic education provided by religious and lay teachers in the Diocese of Lismore for over 150 years. They also fulfil parents' rights to choose the schooling for their children which reflects their own faith, values, beliefs and hopes. Catholic schools have a particular responsibility to provide a Catholic religious education to children baptised in the Catholic faith and to support parents in honouring the commitments that they made on behalf of their children at baptism. The Catholic school is also "open to all who want to share its educational and faith goals inspired by Christian principles" (Congregatio de Institutione Catholica 2009). Most importantly, there is a special place in parish schools for those with the greatest need, especially in areas of lesser educational options or lower socio economic circumstances, and efforts should be made to encourage such enrolments, within the vision of the Bishop of Lismore for the poor. Every new enrolment at St Joseph's College, Banora Point 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. The School Enrolment Policy explains the



Parish enrolment guidelines. A copy of the enrolment policy is located in the school office or it can be accessed on the [school's website](#).

4.2 Pastoral Care Policy

The school's Pastoral Care Policy is based on the principles of restorative justice and procedural fairness. The policy reflects the vision and mission of the Catholic Church and is characterised by safety, trust and mutual respect. To live out this policy the school has adopted various programs aimed at helping students value themselves and experience wellbeing. These include programs focussing on self-esteem, social relationships, moral development, vocational awareness, sexuality, anti-bullying, drug awareness, health and personal safety. The school's pastoral care program has been developed in consultation with staff, parents and students.

4.3 Discipline Policy

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

The school policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. Students are required to abide by the school rules and to follow the directions of teachers and other people with delegated authority. Where disciplinary action is required any penalty imposed will vary according to the nature of the breach and/or the student's prior behaviour. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters. Relevant sections of the policy are also published in the student diary.

4.4 Anti-Bullying Policy

The school's Anti Bullying Policy fosters a cohesive approach to the issue of bullying and includes specific initiatives which are designed to promote pastoral care, wellbeing and safe school communities. This policy covers the bullying of students with disabilities. Disabled children and young people need to know they have the right to be safe from bullying, what bullying is, how to keep safe and what to do if adults do not do enough to stop the bullying. The dignity of the human person is the foundation of all Catholic social teaching and intrinsic to our education ministry.

4.5 Complaints and Grievance Policy

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly, and confidentiality is always maintained. The policy is available at the front office or from the [school's website](#).

5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2018 was a very rewarding year.

| Key improvements achieved this year | Key Improvements for 2019 |
|---|---|
| <p>Catholic Identity and Mission</p> <ul style="list-style-type: none"> • Completion and use of the Sacred Space area in the College for meditation activities, Adoration of the Blessed Sacrament, Reconciliation and weekly prayer. • Increased numbers of students attending faith-based retreats. • Improved prayer programme within the College. • A deeper knowledge of scripture for all staff was achieved through the Catholic Worldview permeation programme. | <p>Catholic Identity and Mission</p> <ul style="list-style-type: none"> • Provide a Liturgical calendar and weekly Mass schedule which includes the designated celebrant where possible. • Embed Christian meditation in classes. • Reintroduce and build on the success of the Year 12/7 Buddy program. • Continue to build on the depth of scripture and theology knowledge for staff. • Engage more students through prayer and make explicit the link between wellbeing and faith. |
| <p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"> • Appointed Assistant Leaders of Learning to seven learning areas in the College. • Established more time efficient practices within the organisation of the school. • Growth of the School Improvement Team as leaders of their peers during through the Building Cultural Capacity programme. • Increased levels of communication between leadership and staff. | <p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"> • Continue to liaise with the appropriate local entities, and external independent consultants, to implement a traffic management plan. • Implement recommendations from the Landscape Masterplan that is currently being finalised. • Continue to become a more environmentally friendly school • Refine the role of Assistant Leader of Learning in the College and develop the leadership skills of these staff and that of all middle leaders. • Finalise the upgrading and refurbishment of classrooms in the College to ensure the best learning environments for students and staff. |
| <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Developed a school response to the Australian Curriculum based on diocesan advice. • Implemented an explicit programme focussing on the improvement of writing in Stage 4 and 5. • Implemented a new after-school study programme in the form of the Homework Hub. | <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Continue to enhance the way engaging learning is experienced in the College through afternoon professional learning experiences. • Work with Colin Sloper to further enhance the currently PLT structure in the College. • Review the reporting structure. • Enhance the way feedback is used in all facets of learning (teacher and student). |

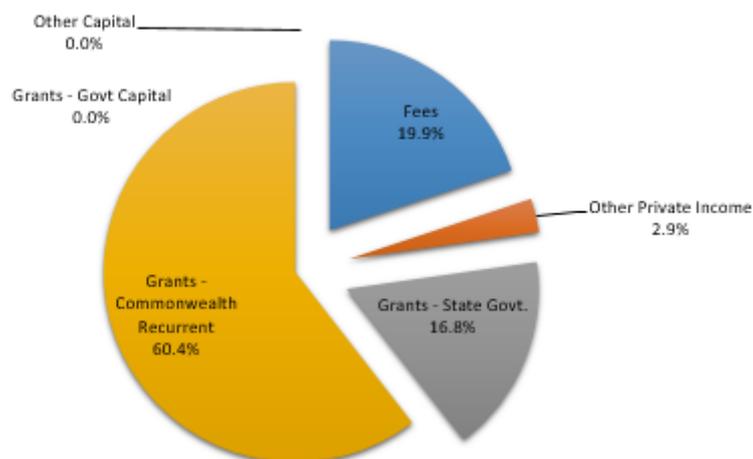
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| <ul style="list-style-type: none"> Reviewed the school approach to assessment notification and how feedback is provided. | |
| <p>Community and Relationships</p> <ul style="list-style-type: none"> Office: Explored options to extend secretarial /office times to cater for working parents. Staff: Encouraged and improved communication between all levels of staff. Staff: Reviewed and considered innovative timetable strategies to support the introduction of professional learning communities. | <p>Community and Relationships</p> <ul style="list-style-type: none"> Improve communication between all parties within the College dynamic. Gather students voice as part of the Building Cultural Capacity programme. Explore pastoral care initiatives that will help improve wellbeing for students and staff. Provide time for Action Teams to make positive changes in the College. Focus on the improvement of wellbeing of students and staff at the College. |

6.0 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 2018 is presented below:

2018 INCOME - St Joseph's College BANORA POINT



2018 EXPENSE - St Joseph's College BANORA

