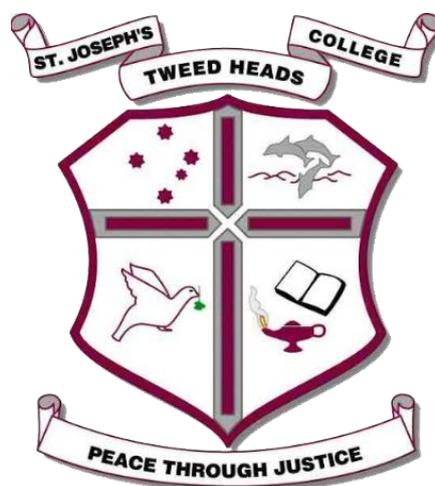


# Annual School Report 2016 School Year

St Joseph's College



Banora Point

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## About this report

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

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

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

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

This *Report* complements and is supplementary to school newsletters, yearbooks and other regular communications. The *Report* must be available on the school's website by 30 June 2017 following its submission to the BOSTES.

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

Further information about the school or this *Report* may be obtained by contacting the school on 0755249002 or by visiting the website at [www.sjctweed.org](http://www.sjctweed.org).



## 1.0 Messages

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### 1.1 Principal's Message

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

Our parish school continued to provide many opportunities for the students to excel in academic, cultural and sporting areas. 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 2016. Student work was proudly displayed in classrooms, on school noticeboards, in the school office and on class webpages. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St Joseph's College has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2016:

- The College once again achieved outstanding Higher School Certificate results with an excellent overall student performance.
- Our Standard English cohort attained a high number of Band 6 results.
- Students also performed well in the vocational courses of the HSC.
- Scholarships were awarded by Bond, Griffith and Southern Cross Universities.
- Our College had numerous students receive various early entry placements from Southern Cross University and Griffith 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 2016 the school:

- Took part in a comprehensive social justice programme supporting both local and international causes including the Vietnam immersion, Street Retreat, Meals on Wheels, You've Got a Friend and visits to local aged-care facilities.
- Facilitated trips to Sydney to expose students to high standards in dramatic performance pieces, visual and musical works and to enable students to attend university-conducted workshops.
- Demonstrated a strong local community involvement with 100 students marching in the Tweed Heads - Coolangatta ANZAC Day Parade.
- Engaged with numerous local initiatives including Legacy Week, Remembrance Day and National Aboriginal and Islander Day Observance Committee (NAIDOC) Week.
- Celebrated major community events such as St Joseph's Day, the College Swimming Carnival, the College Athletics Carnival and major Catholic feast days through College Masses and Liturgies.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2016:

- Ten students from the College were selected to represent the Lismore Diocese in swimming, athletics, cross country, touch football and rugby league.
- Students were selected as Combined Catholic Colleges representatives in hockey, AFL and rugby league.
- Students gained state representation in cricket, rowing, surf lifesaving, royal lifesaving, boxing



and outrigger paddling.

- Team excellence was achieved by Under 13 Country Cup Rugby League Semi-finalists, Under 15 Country Cup Rugby League Semi-finalists, Under 16 Girls All Schools Rugby League State Finalists and T20 Cricket Year 7 & 8 Phelps Shield Champions.

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

Scott Thomson  
Principal

## 1.2 A Parent Message

The end of Term 3 saw the departure of our principal Eric Littler. On behalf of parents I would like to thank him for his dedicated years of service and the contribution that he has made over the years; and to thank Mr. Peter Lyon who stepped into the role during Term 4. In 2017, we welcome our new principal, Scott Thomson. This appointment has been met with great enthusiasm and positivity by the parents Scott, through his newsletter addresses has demonstrated a sincere commitment to his own faith and clearly articulated his educational vision and his commitment to the Catholic identity and ethos of our school - primarily to its students.

The appointment of a new priest (Fr. Gabriel) to the parish will surely lead to further spiritual engagement by our students as he has already demonstrated an extraordinary rapport with the youth of the schools in our parish.

In what seems to have been a year of new appointments, Bishop Gregory Homering was announced as the new Bishop of Lismore. Parents have already expressed encouragement at the compassion and the humility that he demonstrates and are confident that this will carry through to the students in our schools.

Over the past year, the Catholic Parent Assembly (CPA) has continued to work largely behind the scenes to continue to promote and support the needs, interests and concerns of the parents in ours and other schools in the region and diocese.

The family faith retreat - which is a yearly event (hosted by CPA) - was held at Tyalgum Ridge Retreat during Term 3 with several parents from the school attending. This will be held again in Term 3 in 2017. It is a free event and is open to all school families that wish to attend and is advertised in the newsletter closer to the event.

There were a range of other free events over the course of the year hosted by the Catholic Parent Assembly. Topics addressed by various well known public speakers included:

- Tackling anxiety and emotional issues with our children
- Safety and cyberbullying
- Understanding boys and girls and how they learn
- Resilience
- Drug awareness for parents
- Safe partying for teens

In addition, the CPA hosted an annual conference last year at the Opal Cove Resort in Coffs Harbour featuring a range of speakers and workshops on various issues around modern day parenting and parental engagement. This conference will be held again this year. It is open to all school parents and advertised in the school newsletter closer to the event.

As parents, it has been encouraging to see the school and diocesan promotion of a number of



events over the past year that have made enormous spiritual and social contributions to the development of our school children. These included attendance by various students at events such as World Youth Day, Kairos, Ignite, Shine, Oasis, reflection days, leadership days, and year level retreats.

The continuation of the year level breakfasts into 2016 have been an ongoing success and remain a great opportunity for the staff and parents to engage with each other in an informal setting.

Parents continue to express strong support for the College's Parent Portal where they can access Student Engagement Application and Attitude reports (SEAA) and other information about their children.

Parents were included in the collection of data for the School Improvement. Many have expressed a sense of empowerment through this consultation on the future directions for the College. The open evenings have also proved to be a great success as a means of showcasing the school to prospective new and existing parents.

As a parent representative, I look forward to working with our new principal, as I know do many others; in developing school-parent relationships and the promotion of education in the area of parental engagement.

Michael Martin  
Parent Representative  
Lismore Diocese Parent Assembly

## **2.0 This Catholic School**

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### **2.1 The School Community**

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

Last year the school celebrated 23 years of Catholic education.

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

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

- A weekly parish Mass on Wednesday and Reconciliation for students and local parishioners held in the College Chapel
- Whole school Masses and Liturgies such as Ash Wednesday and Graduation Masses
- Induction of students as Eucharistic Ministers and readers for College Eucharist celebrations
- Involvement in the Sacramental Program and the RCIY program of the parish
- Involvement with parish initiatives to address homelessness; the local conferences of the St Vincent de Paul Society and the annual immersion programme that sees students travel to Vietnam and serve there.

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 caters for children from Years 7 to 12. The following table indicates the student enrolment characteristics:

	7	8	9	10	11	12	TOTAL 2016	TOTAL 2015
<b>Male</b>	75	65	72	63	60	43	378	373
<b>Female</b>	74	89	69	88	77	53	450	432
<b>Indigenous</b> <i>count included in first two rows</i>	5	8	7	3	5	5	33	38
<b>EALD</b> <b>(Language background other than English)</b> <i>count included in first two rows</i>	1	0	0	4	2	0	7	6

## 2.3 Student Attendance

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. 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. 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 2016 is shown in the following table.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	All Years
<b>Average Student Attendance rates</b>	91.1	91.9	90.9	89.3	90.8	94.6	91.2



## 2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those having formal qualifications from a recognised higher education institution or equivalent.	72
2.	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	Nil
3.	Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	Nil
4.	Teachers with recognised qualifications to teach Religious Education.	48
5.	Number of staff identifying as indigenous employed at the school.	1
6.	Total number of non-teaching staff employed at the school.	28

## 2.5 Teacher Attendance and Retention

The average teacher attendance figure is 96%. This figure is provided to the school by the CSO.

## 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 several ways:

- "Peace through Justice", our College motto, provides a strong imperative that successfully challenges our young people to grow into socially responsive adults.
- Students participated in a variety of service activities including students being present to others through the street ministry of You Have a Friend, visitation programs to St Martha's Aged Care and Meals on Wheels deliveries.
- Students engaged in charity work such as Project Compassion, Catholic Mission and the Salvation Army Red Shield Appeal.
- The school implements the six core responsibilities for students including the understanding the term "Learning Vandal".
- Restorative Justice is the cornerstone of the way teachers in the College attempt to mediate situations involving those within our community.

## 2.7 Parent, Student and Teacher Satisfaction

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

- Students have a voice through the Student Representative Council which feeds back into College life. There are regular weekly meetings attended by a member of the College Executive. Changes to the assembly format were initiated through this body.



- Exit interviews are conducted with families upon departure of a student with a view to examining College processes as experienced by departing families. This information is used to generate conversations about areas for improvement.
- Parent surveys were held at the Parent Teacher Nights to gain feedback about the organisation of these events. .
- A parent portal has been created and other means of communication are being investigated to facilitate more parental input and communication.
- The SEAA (Student Engagement and Application) report is being refined after parent feedback.

### **3.0 Teaching and Learning**

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#### **3.1 School Curriculum**

The school provides a comprehensive educational program based on and taught in accordance with the Board of Studies and Teaching and Educational Standards (BOSTES) syllabuses for Secondary Education. Students study BOSTES mandated and approved courses leading towards the Record of School Achievement (RoSA) Award. The school offers 41 Higher School Certificate (HSC) courses and 5 extension courses.

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

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

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

- Student leadership developed through a Student Representative Council operating at every Year level; a formal Year 11 Leadership Development Program; Year 10 and 11 Kairos Retreat 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 including after school workshops with opportunities to perform at local venues and in community competitions



- National and international trips to Vietnam, France, Vanuatu, Brisbane and Sydney offering cultural immersion and out of the classroom learning opportunities
- Local community events such as ANZAC Day Marches, Lions Youth of the Year, as well as participation in regional Gifted and Talented days, College Musical and University Open Days which are generously supported by the staff
- A newly initiated comprehensive STEM programme for students in Stage 4 and 5

## **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, 144 students presented for the tests while in Year 9 there were 142 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 achieve a HSC certificate. Students can demonstrate they have met the standard by achieving Band 8 in Year 9 NAPLAN in Reading, Writing and Numeracy or pass an online literacy and numeracy test in Years 10, 11 or 12. This applies for NAPLAN from 2017.

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

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



### Year 7 NAPLAN Results in Literacy and Numeracy

Percentage of students in Bands 4 to 9

BAND	9		8		7		6		5		4	
	State	School										
Reading	12.0	7.7	18.0	17.6	23.1	29.6	27.1	35.2	14.9	8.5	4.8	1.4
Writing	4.5	3.5	13.3	8.3	24.1	25.0	30.8	40.3	19.3	19.4	8.1	3.5
Spelling	12.3	7.6	21.8	18.1	28.1	41.0	20.6	23.6	11.8	9.0	5.4	0.7
Grammar and Punctuation	15.2	9.7	15.6	11.1	26.4	30.6	19.9	31.3	17.7	14.6	5.2	2.8
Numeracy	13.7	4.2	17.7	23.1	29.3	40.6	23.4	25.9	12.9	5.6	3.0	0.7

### 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	7.9	2.9	16.9	14.4	26.2	28.1	26.7	35.3	16.8	14.4	5.6	5.0
Writing	4.2	2.1	8.2	6.4	22.6	18.4	26.2	34.8	22.5	24.8	16.3	13.5
Spelling	8.4	2.1	17.1	13.4	29.5	33.1	23.5	26.1	12.9	19.7	8.5	5.6
Grammar and Punctuation	8.8	4.9	13.4	8.5	19.7	21.1	30.8	35.5	17.3	19.7	10.0	10.6
Numeracy	11.5	2.1	15.4	11.3	25.9	31.0	28.6	39.4	16.3	14.8	2.3	1.4

Our NAPLAN results indicate that we are below State average in the top two bands for each category in Year 9, and everything except Numeracy in Year 7. While it is not displayed in this data, it has also been noted that there has been a sagging middle, with a significant percentage of student numbers falling back one band in the middle bands from last year's data. However, our overall growth across both years has been above State average. The area identified where students are most at risk of not meeting minimum standards is in Writing. A number of initiatives have been devised to address writing deficiencies in the school. Along with these initiatives, it has also been noted by staff that the new changes to NAPLAN and the HSC may motivate students to apply themselves more effectively to the tasks that are set in the exams.

#### 3.2.2 Higher School Certificate

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



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

	2014		2015		2016	
	School	State	School	State	School	State
Studies of Religion 1	65%	76%	66%	78%	48%	76%
English Standard	62%	43%	64%	42%	70%	49%
English Advanced	93%	92%	96%	91%	100%	62%
General Mathematics	91%	51%	49%	51%	49%	52%
Mathematics	93%	82%	83%	81%	88%	76%
PDHPE	82%	63%	83%	63%	64%	62%
Senior Science	77%	69%	78%	71%	94%	68%

The results in English have continued to improve with students performing well above State average in both Standard English and Advanced English. Initiatives by the English Faculty of providing feedback and additional support for students have been instrumental in these improvements. Senior Science results were exceptional for 2016 with 94 % of the cohort achieving a Band 4 - 6 compared to the State average of only 68%.

### 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, 2016	% of students undertaking vocational training or training in a trade during the senior years of schooling.	22%
	% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

The number of students seeking VET (or equivalent) qualifications continues to increase at St Joseph's College. The introduction of new VET subjects has been a success and 2016 has seen the breadth of subjects offered to students increase, particularly in the HSIE area.

### 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.



<b>Destination Data Year 12, 2016 Graduating Class</b>	<b>University</b>	<b>TAFE / Other institutions</b>	<b>Workforce entry</b>	<b>Destination not reported</b>
	55%	12%	35%	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 2016 were:

<b>Staff Professional Learning Activity</b>	<b>Date</b>	<b>Presenter</b>
Parish School Retreat	March 29	College Leaders
Schoolworx Training	April 26	Lismore CSO
Catholic Worldview Permeation	June 14	College Leaders
Australian Curriculum and Formative Assessment	August 12	College Leaders

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

<b>Activity</b>	<b>Staff numbers</b>	<b>Presenter</b>
HSC Marking	8	BOSTES
Google Apps for Education	10	Lismore CSO
Lucid Press Software	2	Lismore CSO
Formative Assessment	14	Prof Dylan William
Leading School Culture	4	Dr Janelle Wills
Cycles Of Improvement	6	Lismore CSO
Christian Meditation	4	Lismore CSO
Maths - Singapore Bar Model	4	Lismore CSO
Mentor Teacher Workshop	5	Lismore CSO

The professional learning expenditure has been calculated at \$7547 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 Policy Review

School policies are reviewed regularly. The table below lists the school policies and notes any additions, changes or upgrades made during 2016.

<b>Policy name</b>	<b>Status in 2016 (No change, new policy, changes made)</b>	<b>Access this policy at:</b>
Aboriginal Education Policy	No change	Policies are found in the Parent, Student and Staff Handbook and can be located in the College office.
Acceleration Policy	Changes made	
Accidents Policy	Changes made	
Additional Needs Policy	No change	



Anaphylaxis Policy	No change
Asthma Policy	No change
Attendance Policy	Changes made
Bullying and Harassment Policy	No change
Chemical Safety Policy	No change
Child Protection Policy	No change
Copyright Policy	No change
Crisis Management Policy	No change
Curriculum Policy	No change
Cybersafety Policy	No change
Emergency Evacuation Policy	No change
Excursion/Incursion Policy	No change
Gender Equity Policy	No change
Gifted and Talented Policy	No change
Lock Down Policy	No change
Merit System Policy	No change
Mobile Device Policy	Changes made
Numeracy Policy	No changes
Prescribed Medication Policy	No changes
Student Representative Council Policy	No changes
Sun Protection Policy	No changes
Uniform Policy	Changes made

#### 4.2 Enrolment Policy

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

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

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

#### 4.3 Pastoral Care Policy / Student Welfare

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 which are held by all members of the school community and are displayed both inside and outside the classroom. Pastoral care concerns the whole school community and involves the total development of the individual child. It is based on the belief that:

- Every student has a unique dignity that should be enhanced and encouraged.
- The total development of the individual student spiritually, morally, emotionally, intellectually, physically and socially should be nurtured.
- The establishment of a caring empathetic community based on mutual respect is the responsibility of all members of the school community.
- This caring person-centred ethos should be reflected in all facets of the College curriculum,



discipline, enrolment, and assessment and reporting.

- The value of the individual, irrespective of ability, status, position or cultural background is of primary importance at all times.
- A commitment to and practice of pastoral care is integral to the development of an ethos of care in the College. Pastoral Care is required to promote personal growth and to address the individual needs of all students.
- Pastoral Care is essential to fulfilling the goals of the College.

#### 4.4 Discipline Policy

“The 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 sanctions 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.

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

#### 4.5 Complaints and Grievance Policy

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

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

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

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

#### 5.0 School Determined Improvement Targets

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Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2016 was a very rewarding year. Listed below are a number of goals and priorities that the school focused on during the year. The parish school’s main goals and priorities were to:

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##### **Catholic Identity and Mission**

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Design an appropriate sacred space as part of the building renewal occurring in the College

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Raise awareness amongst staff of Diocesan Catholic World View permeation initiative

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Conduct a staff development day to build capacity for each staff member of CWV permeation

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##### **Organisation and Co Leadership**

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- Create a centre of English and PDHPE Excellence in new Farrelly and Carroll learning spaces
- Transition the school administrative and reporting programme from Profiler to Schoolworx
- Redesign and reconfigure the Technology and Applied Sciences building to accommodate iSTEM and VET

**Teaching and Learning**

- Continue to encourage contemporary learning through engaging pedagogy in a supportive environment
- Inservice staff on NSW Teacher Institute standards in a deliberate and systematic process
- Implement the new PLC / PLT model in the core areas in Years 7 – 10

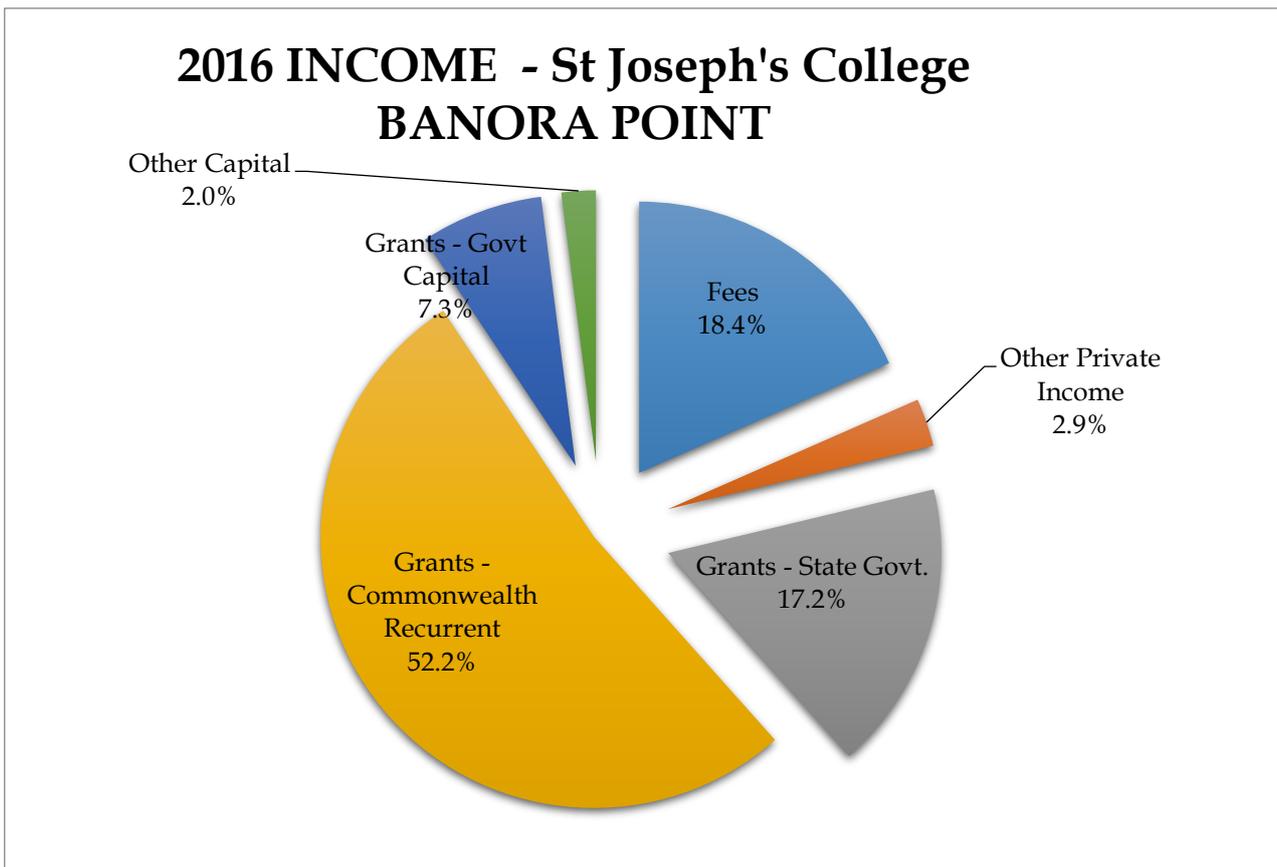
**Community and Relationships**

- Review current community communication systems and investigate Skoolbag and Facebook page for communication
- Continue to the promote the year group breakfasts early in Term 1
- Gather feedback from students regarding lifestyle habits, mental wellbeing and attitudes to school

**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 2016 is presented below:



## 2016 EXPENSE - St Joseph's College BANORA POINT

