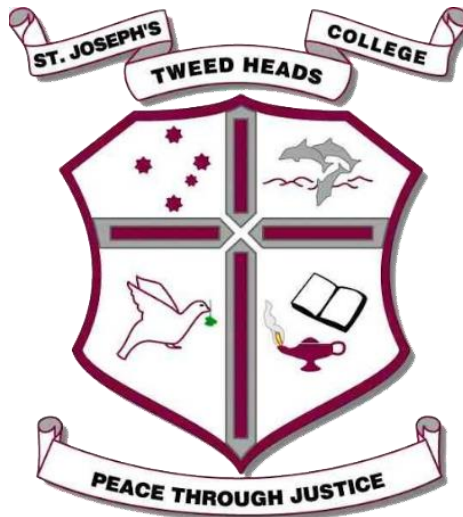


Annual School Report 2017 School Year

St Joseph's College



Banora Point

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About this report

St Joseph's College 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 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 NESA requirements for Registration.

This *Report* complements and is supplementary to school newsletters, year books and other regular communications. The *Report* must be available on the school's website by 30 June 2018 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 0755249002 or visiting the website at www.sjctweed.org.



1.0 Messages

1.1 Principal's Message

The primary purpose of St Joseph's College, a 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. [School name] 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 2017. Student work was proudly displayed in classrooms, on school notice boards, 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 has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2017:

- Two students received partial scholarships to Bond University for academic achievement during Year 12.
- A Year 11 student was selected to take part in the National Maths Summer camp.
- Two students received High Distinctions in the National Economics competition.
- Six students received awards in the University of Wollongong state iSTEM competition with our Year 9 students named the winning school.
- Two Year 12 students received nominations for Art Express.

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 2017:

- Students supported the work of Fr Nonong Fajardo (who visited the College from the Philippines) through their involvement in a t-shirt and social media campaign for St Vincent de Paul.
- The Vietnam immersion saw 11 students and 3 staff complete significant works for a local village in the country. Year 9 students attended cultural excursions in Vanuatu (Marine Studies) and New Caledonia (French).
- Our College Band and Choir had success at the Murwillumbah Eisteddfod (second and first respectively) and they also performed at community events such as the Kingscliff Christmas Markets and various Tweed Shire Council events.
- The College organised and ran the bi-annual Talent Night where close to 20 acts were on stage including a rousing rendition of Nirvana's "About a Girl" by the teacher band.
- Programs in Year 9, 10 and 11 continued to support aged care visits to St Martha's, Meals on Wheels and You Have a Friend that saw students volunteer their time to serve others.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2017:

- Students represented Australia in cricket (U/19 and Cricket Australia XI), surf and royal lifesaving (South Africa and NZ) and outrigger paddling.
- Students represented the state in AFL, rowing, bodyboarding, surfing, swimming, athletics, surf lifesaving, cricket and dragon boating.
- Rugby league teams progressed through the finals of state competitions. Our U14 boys and Open girls travelled to various locations in the state for matches which culminated in Sydney.
- Students successfully participated in the NRCC competition that saw Catholic secondary schools from Grafton to the northern border compete in various sports.
- The College's integrated sport competition continued to provide a wealth of skills and health options for students.



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

Scott Thomson
Principal

1.2 A Parent Message

2017 saw the introduction of the SJC Parent Group. The group meets twice a term and together they decided the mission of the organisation was one of 'learning how to better support our children on their learning journey'. The College provided opportunities for parents and carers to gain information that could make them better supporters of their children and their learning. Both internal and external presenters covered a range of topics including being a 21st-century learner, mental health, parenting in this age, NAPLAN changes and subject-specific addresses. Parents and carers enjoyed the hospitality extended and numbers ranged from 25 to 55 with over 200 parents (from around the Tweed cluster) attending the Michael Grose presentation.

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 2017 academic year saw a marked improvement in the level of communication with families. The introduction of the Skoolbag app, development of Facebook page, regular SMS messages and more frequent email contact was all 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 build over time.

Michael Martin
Parent Representative
Lismore Diocese Parent Assembly

2.0 This Catholic School

2.1 The School Community

St Joseph's College is located in Banora Point and is part of the St Joseph's Tweed Heads Parish which serves the communities of Tweed Heads, Banora Point, Terranora, Bilambil and West Tweed. School families are drawn from the towns and communities such as Pottsville in the south to Tallebudgera (Qld) in the north.

Last year the school celebrated 25 years of Catholic education.

The parish priest Fr Michael Brady is involved in the life of the school. Assistant parish priest Fr Gabriel Ezenwa serves as our College Chaplain and celebrates mass each Wednesday in the Holy Family Chapel and runs reconciliation and adoration each Friday for classes in the College 'Sacred Space'.

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:

- Celebrating parish Mass at the College each Wednesday.
- Ensuring that Chaplain, Fr Gabriel is present in the College and involved in the life of students.
- Having students involved in Family Masses (held once a month) by playing music and serving during the Mass.
- Having our Youth Ministry Officer run the monthly youth group with Fr Gabriel.



- Promoting faith enrichment events such as Family Retreat and encouraging students to attend faith gatherings: Transitus, Festa Christi, Shine, Ignite, LEAD and Australian Catholic Youth Festival.
- Living out the College motto "Peace Through Justice" by providing opportunities for students to be involved in social justice projects.

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 2017	TOTAL 2016
Male	68	73	68	65	60	53	387	378
Female	78	64	87	65	77	73	444	450
Indigenous <i>count included in first two rows</i>	7	5	7	7	3	6	35	33
EALD (Language background other than English) <i>count included in first two rows</i>	1	1	0	3	5	1	11	7

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. 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 2017 is shown in the following table.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	All Years
Average Student Attendance rates	93.8	91.4	91.6	91.8	92.2	92.5	92.2

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.	74
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.	50
5.	Number of staff identifying as indigenous employed at the school.	2
6.	Total number of non-teaching staff employed at the school.	29

2.5 Teacher Attendance and Retention

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

2017 saw a number of long-term staff members decide to retire from teaching. This resulted in a number of changes in the pastoral care and learning leadership structure. Our College is indebted to these staff members who gave so much to our community and whose presence is missed.

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:

- Our anti-bullying programme saw the school partake in the National Day of Action (Bullying, No Way!). Students and staff wore an orange ribbon in 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".
- The College reviewed its six core responsibilities of students and staff. Students were made aware of these responsibilities through posters in all rooms and their prominence in the College Diary.
- A group of students were lucky enough to hear the words of Fr Nonong Fajardo, a visiting Vincentian priest from the Philippines who has been responsible for the movement of 1 million people from densely packed slums into permanent housing. He has also developed an education programme where mothers have become teachers and now educate the young in areas of poverty. Our students were so moved by Fr Nonong's talk that they decided to adopt a t-shirt campaign he developed based on the seventh commandment "Thou shalt not steal". Students wore these shirts



at prominent gatherings around the country and during fundraising events at the College. They stayed in contact with Fr Nonong who asked that the best gift would be letting his people know others around the world are in solidarity with them.

- Our social justice programme is strong with the St Vinnies group working hard to raise funds and awareness, student presence 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, and our Year 11 students travelling to Vietnam for an immersion programme where they helped build a house.
- Students at the College in 2017 were challenged to 'be the best version of themselves'. This was a constant reminder at assemblies, during Year Assemblies and in one to one exchanges with teachers. It was a teaching point that provided an easy opportunity to ensure our students were always striving to do their best.

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 obtained 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 to move our school forward. Our parent return rate was one of the highest in the diocese with close to 90% of returned surveys logged.
- Students feedback to staff certain pieces of information 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, whether the College is doing enough to fight bullying are just some of the questions asked in the survey that are used to gauge levels of satisfaction.
- The College completed an activity with staff, students and families where participants were asked to identify the weights and balloons of the current College climate and what they saw as the ideal school in 2 years time.
- The staff sought feedback from parents who were involved in the SJC Parent Group which 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 5 extension courses.

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

- 2017 saw a staff focus on differentiation within the College curriculum. This included a professional learning day facilitated by Anna Bennett who is a leader in her field. 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. This work complemented the 2016 focus on formative assessment and feedback.
- 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 programme continued to aid students with literacy and numeracy needs.
- Our VET offerings for students continued to be extended with more students taking up the opportunity to study VET courses either on campus or through TAFE. This year also saw the conception of and planning for the a 2018 implementation 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.

- The addition of the Skoolbag app to the College, presented a viable way of ensuring that parents and carers were well-informed regarding assessment tasks in the College. All tasks were published and categorised according to grade on the app and provided parents with a view of all current tasks due for their child.
- 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 each fortnight.

The College continues to work toward a culture where the diverse learning needs of all students are catered for and students are motivated to do their best. Through building a culture of inquiry where data is sought and utilised appropriately and productively, we continue on the journey of becoming a true professional learning community. Our professional learning team meeting structure has helped to advance this aim and the benefits to students are being witnessed.

Our College STEM programme continues to be strengthened with our school winning the Year 9 section of the NSW STEM Awards. No less than 7 students were awarded for their individual design projects. This has led to the offering and development of Engineering Studies in the senior school for 2018.

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 also sends students on an immersion to Vietnam and has a thriving St Vincent de Paul society.
- various sporting competitions including the NSWCCC, Lismore Diocese and Northern Rivers Catholic Colleges competitions. Students have the opportunity for pathway progression in former two named groups. The College also enters various state-wide knockout competitions.
- culture 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, Vanuatu 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 Marches, Lions Youth of the Year, as well as participation in regional Gifted and Talented days. The College Musical 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, 142 students presented for the tests while in Year 9 there were 153 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 sit the HSC. 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.

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

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



Year 7 NAPLAN Results in Literacy and Numeracy

Percentage of students in Bands 4 to 9

BAND	9		8		7		6		5		4	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	11.8	9.9	18.8	19.7	29.6	38.0	23.5	24.6	11.1	7.7	5.2	0
Writing	5.4	2.1	15.9	10.6	21.6	25.5	27.3	36.9	21.1	22.0	8.7	2.8
Spelling	14.3	17.0	27.0	26.2	26.9	29.1	17.3	17.0	9.8	8.5	4.7	2.1
Grammar and Punctuation	12.8	5.7	17.3	15.6	30.2	34.8	21.5	27.7	10.5	12.8	7.8	3.5
Numeracy	17.1	8.5	17.8	22.0	29.0	31.2	22.2	28.4	11.6	9.9	2.4	0

Year 9 NAPLAN Results in Literacy and Numeracy

Percentage of students in Bands 5 to 10

BAND	10		9		8		7		6		5	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	7.6	3.9	17.1	18.3	33.7	47.1	21.1	20.9	14.9	9.2	5.6	0.7
Writing	7.3	3.3	10.7	8.5	27.2	32.7	20.0	23.5	18.7	20.9	16.1	11.1
Spelling	9.1	8.5	22.0	19.6	24.0	28.1	25.8	27.5	12.8	15.0	6.2	1.3
Grammar and Punctuation	11.1	7.2	13.7	13.7	26.7	34.0	24.6	24.2	15.3	15.7	8.5	5.2
Numeracy	12.1	5.2	17.7	13.7	28.7	35.9	25.9	38.6	14.6	5.9	1.0	0.7

Attaining close to, or above state average for both grades in the second and third bands was a very positive outcome for the College. Our Spelling for both grades has improved and results are close to, or above state average in the upper bands. Of concern were the Writing results across both years and the lower than average expected growth for all areas in Year 9 and some of the Year 7 areas. Many students showed much higher than expected growth but overall, it appears more can be done to enhance the literacy and numeracy of our students. 2018 will see a focus on writing for all grades from Year 7 - 10 as this was seen as an area where students could improve.



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

	2015		2016		2017	
	School	State	School	State	School	State
Studies of Religion 1	66%	76%	48%	78%	67%	76%
English Standard	64%	43%	70%	42%	80%	50%
English Advanced	96%	92%	100%	91%	100%	91%
General Mathematics	49%	51%	49%	51%	51%	52%
Mathematics	83%	82%	88%	81%	37%	77%
Visual Arts	100%	88%	95%	88%	100%	90%
Senior Science	78%	71%	94%	68%	78%	60%

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 to improve feedback and provide additional support for students have been instrumental in achieving these improvements. Visual Arts results were exceptional for 2017 with 100 % of the cohort achieving a Band 4 - 6 compared to the State Average of 90%.

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, 2017	% of students undertaking vocational training or training in a trade during the senior years of schooling.	26 %
	% 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, 2017 Graduating Class	University	TAFE / Other institutions	Workforce entry	Destination not reported
	58 %	14 %	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 2017 were:

Staff Professional Learning Activity	Date	Presenter
Parish School Retreat	April 7, 2017	SJC Staff
Effective Differentiation in the Classroom	April 24, 2017	Anna Bennett
Catholic Worldview Programming	June 26, 2017	SJC Staff
Curriculum Development	August 11, 2017	SJC Staff

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

Activity	Staff numbers	Presenter
Hawker Brownlow Thinking and Learning Conference	15	Dylan Wiliam, Tom Hierck, Gavin Grift, Janette Wells
Edutech 2018	1	Carol Dweck plus others
ACEL - Finnished Leadership - Facts and Myths about the Finnish System	1	Pasi Salberg
National School and the Law Conference	1	various speakers
Mental Health in Schools Conference (Melbourne)	2	various speakers
Positive Outcomes in Education (Melbourne)	4	various speakers

The professional learning expenditure has been calculated at \$7296 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 2017.

Policy name	Status in 2017 (No change, new policy, changes made)	Access this policy at:
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	No change	
Accidents Policy	No change	



Additional Needs Policy	No change	They can also be found on Staff Hub and College website.
Anaphylaxis Policy	No change	
Asthma Policy	No change	
Attendance Policy	Changes made	
Bullying and Harassment Policy	Changes made	
Chemical Safety Policy	No change	
Child Protection Policy	No change	
Copyright Policy	No change	
Crisis Management Policy	Changes made	
Curriculum Policy	No change	
Cybersafety Policy	No change	
Emergency Evacuation Policy	Changes made	
Excursion/Incursion Policy	No change	
Gender Equity Policy	No change	
Gifted and Talented Policy	No change	
Lock Down Policy	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

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

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

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



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

4.4 Discipline Policy

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

4.5 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 develops an Annual Plan drawn from the five-year Strategic Plan. 2017 was a very rewarding year.

Key improvements achieved this year	Key Improvements for next year
Catholic Identity and Mission <ul style="list-style-type: none"> • Greater staff and student involvement in You Have a Friend, St Vincent de Paul and Meals on Wheels. • The College Sacred Space became functional and was used by students. • Catholic Worldview permeation continued across various KLAS. 	Catholic Identity and Mission <ul style="list-style-type: none"> • Make greater use of the College Sacred Space including lunch events, class Adoration and staff prayer. • Conduct voluntary staff prayer sessions. • Provide two YMOs for the support of student faith development. • Support the re-establishment of the parish monthly youth mass.
Organisation and Co Leadership <ul style="list-style-type: none"> • Successfully trained staff in the effective use of the Cycles of Improvement software and process. • Ensured that staff were aware of and understood the teacher accreditation process and related AITSL standards • Undertook mid-term reviews for all staff in middle leadership positions and provided constructive feedback and affirmations. 	Organisation and Co Leadership <ul style="list-style-type: none"> • Develop role descriptors for support staff in the College. • Commence the Building Cultural Capacity programme including the election and organisation of a school improvement team (SIT). • Enhance the use of the Cycles of Improvement for all teaching staff. • Embed high functioning professional learning teams within the College.
Teaching and Learning <ul style="list-style-type: none"> • Reviewed the school approach to and effectiveness of professional learning teams. • Developed a variety of pedagogical approaches to learning such as flipped 	Teaching and Learning <ul style="list-style-type: none"> • Implement a school wide approach to improvement of writing skills • Provide further support for students through an after school Homework Hub



<p>learning, project based learning and inquiry methods.</p> <ul style="list-style-type: none"> • Provided professional learning to staff in the area of differentiated learning and how to successfully implement strategies. • Enhanced the feedback provided to students to ensure it is rich and based on improvement. 	<ul style="list-style-type: none"> • Further embed the use and effectiveness of common formative assessment tasks • Develop and implement of a work readiness programme for Year 11 and 12 non-ATAR students
<p>Community and Relationships</p> <ul style="list-style-type: none"> • Improvement in positive and inclusive interactions within the College community. • Established the SJC Parent Group to enhance the level of parental engagement within the College. • Developed stronger ties with universities in the area. • Developed structures to enhance student voice within the College including a bullying survey and the 'weights and balloons' activity. 	<p>Community and Relationships</p> <ul style="list-style-type: none"> • Seek outside presenters for prominent issues relating to youth to better arm students, parents and teachers with methods and strategies to deal with such issues. • Improve staff and student wellbeing in the College by focusing on positive relationships. • Continue to seek student and parent voice to provide direction for the school. • Establish industry ties with local business as part of the Work Readiness Pathway.

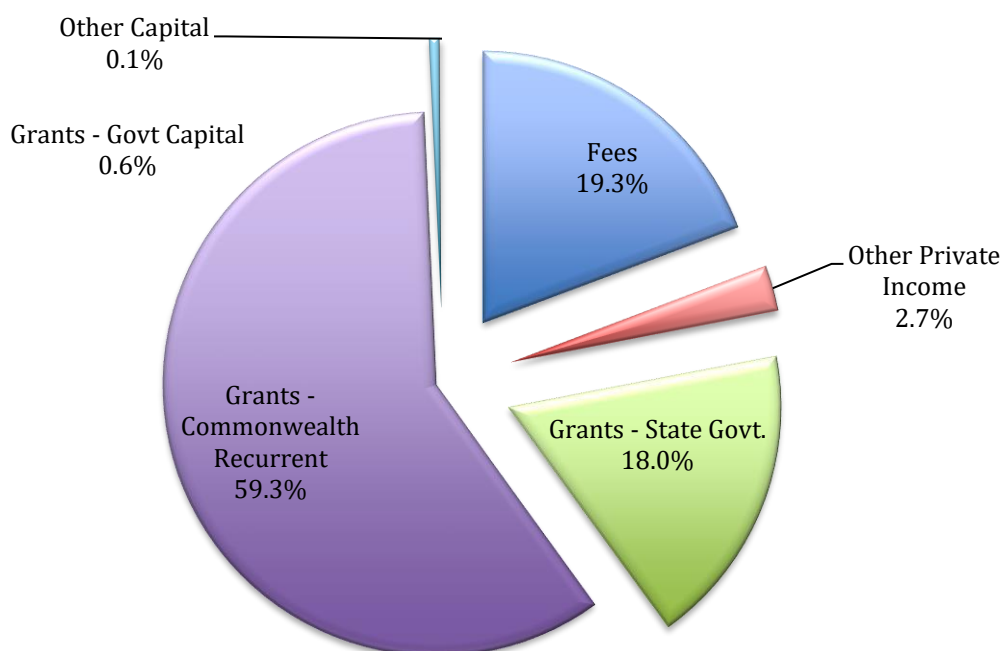
6.0 Financial Information

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 2017 is presented below:



2017 INCOME - St Joseph's College BANORA POINT



2017 EXPENSE - St Joseph's College BANORA POINT

