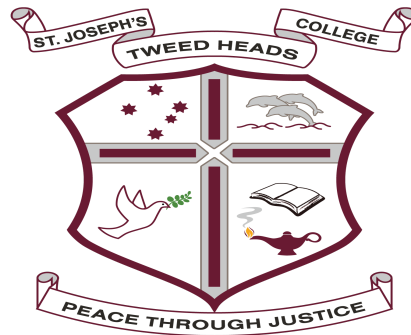


Annual School Report

2019 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 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 2020 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 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. 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 2019. 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 has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2019 the school:

- Celebrated a Year 12 student who was selected for OnStage in the field of Costume Design (Drama) in recognition of her exemplary work.
- Participated in increased numbers in the Maths Olympiad competition resulting in vastly improved outcomes.
- Proudly heard that all Year 12 Drama students received Band 6 in the HSC with two students attaining a 99 and another 98.
- Welcomed the news that a Year 12 student received the Sir Samuel Griffith Scholarship, along with an additional high achiever scholarship to Griffith University.
- Developed a comprehensive intervention programme that saw 90% of students in Year 10 and 11 attain the HSC Minimum Standard.

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 2019 the school:

- Saw a number of social justice and awareness initiatives introduced into the College including Jersey Day to raise awareness of organ donation and RUOK Day to raise awareness of mental health in society.
- Supported the Vietnam immersion which saw 20 students and three staff complete significant works for a local village in the country. Years 9 and 10 students attended an immersion in New Caledonia (French).
- Celebrated our College Band and Choir's success at the Murwillumbah Eisteddfod (second and first respectively) and they also performed at community events such as the various Tweed Shire Council events and Aged Care facilities.
- Organised and ran the bi-annual Talent Night where close to 20 acts performed on stage including a rousing rendition of Powderfinger's "Got You on My Mind" by the teacher band.
- Encouraged and supported programs in Year 9, 10 and 11 that continued to support visits to St Martha's Aged Care Facility, Meals on Wheels and You Have a Friend. In these programs students volunteered 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 2019:

- The College witnessed much greater participation in school Swimming and Athletics Carnivals after a concerted effort by our Year 12 students to promote and organise the events.



- The U/16 Boys' Rugby League Team won the State Knock-out Competition in Western Sydney.
- We saw students represent the state in Athletics, Rugby League, AFL, Dragon Boating and Rowing.
- Our Open Rugby League Boys' Team managed to beat Rugby League powerhouse Patrician Brothers, Blacktown during a tight home game tussle that saw the entire College come together to support their fellow students.
- The College continued to perform to an outstanding level at Northern Rivers Catholic Colleges and Lismore Diocesan events.

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

2019 saw the parent assembly representatives of St Joseph College change with the graduation of previous representative, Rachel Martin's daughter. It was a great pleasure for the three of us to accept the invitation to become the SJC Parent Assembly representatives.

The SJC Parent Group continued to meet throughout 2019 and in conjunction with the Diocese of Lismore Parent Assembly, was able to bring quality speakers to the region to educate parents. The College provided opportunities for parents and carers to gain information that could make them better supporters of their children and their learning.

One of the highlights of the year was the College hosting Proclaim Parents where Family School Partnership expert, George Otero from New Mexico led families through an entertaining and highly informative evening. It was great to see so many parents in attendance.

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 2019 school year saw the further enhancement of communication structures between the College and families. This has been well received by parents and allowed for open communication. We would like to thank the staff for making parents and carers feel they are genuine partners in their child's education. We look forward to continuing to work closely with the College and contributing to the further enhancement of the positive progress that has recently been witnessed.

Kellie Thompson, Elizabeth Sutton & Jennifer Tranby-Hunter
St Joseph's College Parent Assembly Representatives
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 Parish which serves the communities of Currumbin Valley in the north to Pottsville in the south, from which the school families are drawn.

Last year the school celebrated 27 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:

- Faith enrichment events including Transitus, Festa Christi, Shine, Kairos, LEAD and Ignite where students have the opportunity to experience and grow their faith.
- Instigating the position of College Youth Minister to compliment the Youth Ministry Officer role.
- Celebrating parish Mass at the College chapel each Wednesday and providing students with the opportunity to experience weekly Adoration and Reconciliation with College Chaplain, Fr Michael.
- 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 two and a half 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:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	TOTAL 2019	TOTAL 2018
Male	79	78	68	57	54	55	391	397
Female	56	67	64	62	72	54	375	416
Indigenous *	8	8	6	3	5	4	34	33
EALD *	0	0	2	2	1	2	7	11

* count included in first two rows

NB: EALD refers to students who have English as an Additional Language or Dialect.



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, staff monitor attendance each day as a part of their duty of care. 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. 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 2019 is shown in the following table.

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	All Years
91.5%	89.7%	90.0%	88.1%	90.6%	92.0%	90.0%

2.4 Teacher Standards and Professional Learning

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Lismore is a four year teaching degree. Teachers at this School are either accredited as conditional, provisional or proficient as defined by the *NSW Teacher Accreditation Act 2004*. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocese at these levels is as follows: Conditional 76 teacher(s); Provisional 120 teacher(s); Proficient 1635 teacher(s); Highly Accomplished 1 teacher(s); Lead 0 teacher(s). Teacher status at individual schools can be sourced directly from the School.

At this school there are 68 teacher(s) accredited with NESA, 50 teacher(s) with recognised qualifications to teach Religious Education, 2 Indigenous staff and 37 non-teaching staff.

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 95.5%. 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:

- Continuing to enhance the wellbeing of our students, our two school counsellors and student support worker implemented proactive initiatives within the College, including the Seasons For Growth Program, the Cool Kids Program and raising awareness of the pressures of the HSC for our Year 11 students as they transition to their HSC learning. To further promote wellbeing the College engaged guest speakers, including Your Choicez, LIVIN, Melissa McGuinness, Unleashing Personal Potential, Dan Haesler and John Pridmore.
- Fostering greater knowledge and understanding regarding mental health by providing training for staff through the Youth Mental Health First Aid course and training for our students through

the Teen Mental Health First Aid course. Our senior leaders also completed safeTALK, a suicide alertness program.

- Launching the Indigenous Student Representative Council (ISRC), which was born through student voice and initiative. The ISRC now works in partnership with the Student Representative Council.
- Students have been involved in a number of outreach and social justice initiatives, including visits to St Martha's Aged Care facility, You Have a Friend, Meals on Wheels, Legacy, Tweed Shire Youth Council, Vietnam Immersion trip, Mobile Muster, St Vincent de Paul initiatives and Caritas.
- Community building and awareness raising initiatives were strong within the St Joseph's College community with engagement through the National Day of Action Against Bullying, R U OK Day, Jersey Day, Socktober and Year Group welcome breakfasts.

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. There were also a number of other occasions where student voice was sought, one such being through a College working party relating to wellbeing and aligned to the Building Cultural Capacity programme.
- The staff engaged in a number of partial professional learning days that were focussed on school improvement through the BCC programme. As a result, a number of initiatives were undertaken and structures instigated.
- 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 reporting, uniform changes, canteen being on a digital payment system 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 44 Higher School Certificate (HSC) courses and 4 extension courses.

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

- 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 Macq Lit programmes continued to aid students with literacy and/or numeracy needs.



- The College has enrolled for EMU (Extending Mathematical Understanding). Specific Intervention has also been provided for students at, or below Minimum Standards.
- 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 eVET. This year also saw the graduation of the first cohort to complete the Work Readiness Pathway for the HSC for those students not requiring an ATAR. All students transitioned into the workforce or further tertiary learning.
- Parents and carers were well informed regarding assessment tasks in the College. All tasks continue to be 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 members were also required to email families at the commencement of the year and on a regular basis to inform of curriculum progression.

The school continues to work towards developing 21st Century pedagogy. The middle leadership team commenced the year with an inquiry process to investigate how to improve student engagement and learning.

2019 saw a continued staff implementation of differentiation strategies across the curriculum and also investigation of the development of an authentic growth mindset for both students and staff. This included building on the learning from the professional development day facilitated by Dan Haesler and readings from James Anderson. The intention was to ensure that all students continue to be engaged and achieving learning growth commensurate with their current stage of achievement of outcomes. A number of teachers attended the RESCON Flipped Learning conference to further our investigation of the benefits of this pedagogical style.

During Term 4 the leadership team undertook planning for the implementation of new assessment strategies for incoming Year 7 students with the goal of developing higher levels of engagement to build contemporary learning skills.

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 social justice programs including You Have a Friend, Meals on Wheels and visiting St Martha's Aged Care Facility. 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. The College also enters State-wide knockout competitions. 2019 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 included the Murwillumbah Eisteddfod, the College Talent Show, various performances within the community and Drama Evenings at the school. 2019 saw the further establishment of the 'On Show' creative arts exhibition with larger crowds and more displays of student work.
- 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, On Show 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, 127 students presented for the tests while in Year 9 there were 129 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 following data indicates the percentage of St Joseph's College students in each band compared to the State percentage. Please note that due to the possible rounding up or down of numbers or students who achieved results outside of these bands the total percentage figure may not be 100%.

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	10.2	6.3	20.4	25.8	29.9	32.8	22.3	18.8	11.3	11.7	4.0	1.6
Writing	3.9	1.6	14.7	16.4	23.5	27.3	31.0	32.8	18.4	13.3	6.2	7.0
Spelling	12.1	9.4	21.6	25.2	29.4	31.5	21.6	20.5	8.9	9.4	3.7	1.6
Grammar and Punctuation	13.6	7.1	17.1	14.2	26.6	37.8	19.1	22.8	14.5	15.0	6.2	1.6
Numeracy	14.6	7.1	19.7	25.2	26.2	33.1	21.3	19.7	10.9	11.0	3.5	0.8

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	7.1	7.0	18.4	14.0	29.4	37.7	25.9	34.1	12.7	8.5	5.7	0.8
Writing	4.4	6.2	9.4	8.5	24.7	18.5	25.3	33.1	21.3	20.8	12.3	10.0
Spelling	7.8	6.3	17.9	18.8	30.2	27.3	27.6	28.9	10.6	16.4	4.5	1.6
Grammar and Punctuation	7.5	5.5	14.6	9.4	24.6	26.6	27.4	37.5	17.3	14.1	7.1	3.9
Numeracy	11.5	2.3	17.2	18.8	27.2	36.7	28.6	30.5	14.0	11.7	1.3	0.0

As can be seen from the graphs, Reading and Spelling in Years 7 and 9 are areas of strength. Further analysis of NAPLAN data also shows that despite obvious growth over the past couple of years (probably due to the continuation of the College's Writing initiative in Professional Learning Teams), Writing continues to be the largest area for concern as the domain with the largest number of students at or below the National Minimum Standard. Whilst we continue to see growth across Years 7 and 9 in Grammar and Punctuation, there are still many students at or below the National Minimum Standard. Although Numeracy levels compared to the State are respectable, we have seen a steady decrease in Year 9 growth over time.

In response to these three trends, the College has sought to provide additional training for teachers regarding Writing. In the latter part of 2019 and into 2020, new interventions ran in Mathematics



classes to support students at or below the National Minimum Standard. Likewise in 2019, a Writing intervention program was implemented with Year 10-12 students at or below the HSC National Minimum Standard. There was considerable success with the latter. Intervention programs have continued into 2020 with Numeracy, Writing and Grammar and Punctuation.

3.2.2 Higher School Certificate

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, school and student performance are closely monitored. The Higher School Certificate is one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on Data Analysis workshops.

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

	2017		2018		2019	
	School	State	School	State	School	State
Studies of Religion 1	67%	81%	38%	71%	67%	79%
English Standard	80%	54%	57%	50%	80%	52%
English Advanced	100%	91%	94%	91%	100%	92%
Mathematics Standard 2	51%	50%	45%	53%	42%	56%
Mathematics	37%	74%	30%	78%	61%	79%

The College has experienced overall improved HSC performance in 2019 as evidenced by student growth shown in the De Courcy data. There has been a focus on student engagement that is starting to show results across a number of subjects.

Exceptional results were achieved in Drama where all students achieved a Band 6 and two students received a result of 99. Students in Legal Studies and English courses continue to show well above average results.

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 Year 12, 2019

% of students undertaking vocational training or training in a trade during the senior years of schooling.	37%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

The implementation of the Work Readiness Pathway for those students not wishing to obtain an ATAR has been extremely successful. Students have been able to more easily transition to the workforce or further tertiary education after completing this pattern of study.

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, 2019 Graduating Class

University	TAFE / Other institutions	Workforce entry	Destination not reported
58%	13%	18%	11%

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 2019 were:

Staff Professional Learning Activity	Date	Presenter
Contemporary Pedagogy	03/06/2019	SJC Staff
Exploring Mindset	17/09/2019	Dan Haesler
Child Protection Training	14/10/2019	Rachel Kearey
School Improvement	14/10/2019	SJC Staff
Understanding Internet Safety	29/04/2019	Kirra Pendergast
Parish School Retreat	03/06/2019	SJC Staff

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

Activity	Staff numbers	Presenter
Exploring Mindset	80	Dan Haesler
Positive Behaviour Management Seminar	3	BehaveAbility
Maths PD	4	Peter Sullivan
Learning Agility	5	James Anderson
MacqLit for Schools	4	MacqLit Company
Meet the Markers	5	Various HSC Markers



Analysing HSC Data	2	John DeCourcy
RESCON Flipped Learning	7	Jon Bergmann

The professional learning expenditure has been calculated at \$4502 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 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](#). There have been no changes to this policy this year.

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 and is available on the [school's website](#). There have been no changes to this policy this year.

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 and it is available on the [school's website](#). There have been no changes to this policy this year.



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. There have been no changes to this policy this year and it is available on the [school website](#).

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. There have been no changes to this policy this year and it is available on the [school website](#).

5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2019 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2020
<p>Mission of Jesus Christ</p> <ul style="list-style-type: none">• Enabled students to achieve the fullness of life.• Provided a Liturgical calendar and weekly mass schedule including the designated celebrant where possible.• Introduced Christian meditation in classes following the training of staff members.• Instigated the position of College Youth Minister to bolster the College's ability to engage students in their faith.• Continued to build on the depth of scripture and theology knowledge for staff.• Engaged more students through prayer and made explicit the link between wellbeing and faith.• Established a strong Youth Group and Youth Mass that was held once a month.	<p>Mission of Jesus Christ</p> <ul style="list-style-type: none">• Continue to enable students to achieve the fullness of life.• Establish the role of Assistant Principal - Mission to the College.• Introduce a formal whole-school approach to prayer.• Increase the number of opportunities for staff to engage in prayer and deepen their knowledge of scripture.• Implement the 'Catholic Faith in Action' course for Year 11 and 12 Work Readiness Pathway.• Seek the voice of students relating to where their faith needs lie.

<p>Learning and Teaching</p> <ul style="list-style-type: none"> Continued to enhance the way engaging learning is experienced in the College through afternoon professional learning experiences. Worked with Colin Sloper to further enhance the currently PLT structure in the College. Reviewed the reporting structure. Enhanced the way feedback is used in all facets of learning (teacher and student). Planned a new way of assessing students in Year 7 based on formative tasks and enriched feedback. Explored and implemented growth mindset strategies amongst staff and students. 	<p>Learning and Teaching</p> <ul style="list-style-type: none"> Implement, assess and refine the new assessment structure for Year 7 based on formative assessment and feedback. Continue work with James Anderson relating to the agility of students as learners. Implement a more structured and focussed approach to intervention including teachers assigned to intervention programmes. Improve the feedback provided to students so that learning is moved forward. Provide a greater focus on formative assessment across all year groups to inform learning direction for students.
<p>Pastoral Care</p> <ul style="list-style-type: none"> Reintroduced and built on the success of the Year 12/7 Buddy program. Improved communication between all parties within the College dynamic. Gathered students' voice as part of the Building Cultural Capacity programme. Explored pastoral care initiatives that will help improve wellbeing for students and staff. This included working with groups such as Unleashing Personal Potential, Choicez Media and John Pridmore. Focused on the improvement of the wellbeing of students and staff at the College. A number of initiatives were introduced such as clubs, cause days and our Year 12 Leadership planning camp. Encouraged student leaders to support and conceive school improvement initiatives. Witnessed a substantial increase in attendance numbers at special community days such as Swimming, Athletics and St Joseph's Day. 	<p>Pastoral Care</p> <ul style="list-style-type: none"> Work with senior leaders to help improve the connections of students between different grades. Provide more chances for students to engage in house-based events to earn house points and improve their connection to the College and each other. Build on the success of the Year 6 'Ice Breaker' day that commenced in 2019. Increase the hours that counsellors are available to students. Engage with outside speakers to work with our students and inspire, challenge and affirm them.
<p>Leadership</p> <ul style="list-style-type: none"> Provided time for School Action Teams to make positive changes in the College by leading colleagues through information gathering and change processes. Welcomed the addition of Assistant Leaders of Learning and spent time orientating them into the area of leadership. Further enhanced the operation of the College Leadership Team with coaching as part of the BCC. Provided greater opportunities for students to enhance their leadership skills through camps and guest speakers. 	<p>Leadership</p> <ul style="list-style-type: none"> Develop and embed the position of Assistant Principal - Mission in the College. Ensure the School Improvement Plan forms the crux of Leadership Team direction and focus. Provide opportunities for young staff who display leadership qualities. Meet on a more regular basis with our Welfare and Leaders of Learning teams to ensure greater alignment.

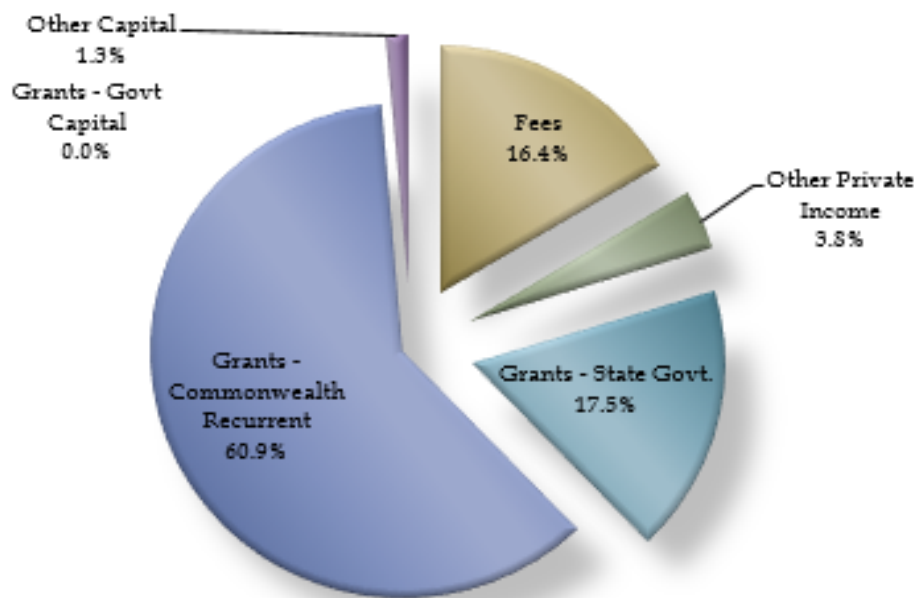
<p>Family School Partnership</p> <ul style="list-style-type: none"> • Provided a number of parent evenings relating to issues relevant to teenagers, their habits and how they learn. • Welcomed three new St Joseph's College representatives of the Lismore Parent Assembly. • Further enhanced the communication channels that had existed. • Made the College a more welcoming place for parents by issuing invites to major College events. • Acted on feedback provided through DOLSIS and a number of parent surveys that were conducted. 	<p>Family School Partnership</p> <ul style="list-style-type: none"> • Attempt to streamline and improve parent communication in the College by moving to a new app provider. • Work with the CSO on the 'Better Together Project' including family engagement work with George Otero. • Increase the number of opportunities for parents and carers to gather, connect and provide direction to the College. • Implement and promote suggestions that arise from parent forum evenings.
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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 2019 is presented below:

2019 INCOME - St Joseph's College BANORA POINT



2019 EXPENSE - St James Primary School BANORA POINT

