1. **A Message From Key School Bodies**

1.1 **From the Principal**

2007 has been a year of considerable success at St Joseph’s College. Significant achievements for the year include:

- The visit to the College on 6 August of the World Youth Day Cross and Religious Icon. The liturgy was outstanding and the ‘Surfing’ of the Cross down the College walkway was unbelievably memorable.
- The continuing commitment to the Youth Mass on the fourth Sunday of each month.
- The continuing opportunity for students to participate in the Sacraments of Eucharist and Penance at the College each Wednesday.
- The successful registration and accreditation process undertaken by the Science and Human Society and its Environment faculties.
- The achievement of 32 ‘Band 6’ results in the Higher School Certificate. A Band 6 constitutes a HSC mark of 90 or above in any 2 unit subject or 45 or above in any 1 unit subject.
- The success of the Bill Turner Trophy (Under 15 girls’ soccer team) who made the last sixteen in a competition involving well over two hundred and fifty teams.
- The continued commitment of the students to reach out to those less fortunate. Apart from Project Compassion, Dominic (the World Vision sponsored child in Uganda), Meals on Wheels and the local St Vincent de Paul Christmas Appeal, the students and staff involved themselves in Make Poverty History (Year 10) and Rosies (Years 11 and 12). It was wonderful to see students give of their own time on Thursday nights for Rosies and Saturdays for Make Poverty History.

1.2 **Student Representative Council**

The past year has been a busy and exciting one for the 2006/2007 SRC with many different contributions coming from all different year groups. With the assistance of students, teachers and the St Joseph’s College community we were involved in many events that raised funds for our school and built school spirit.

The first event for the school year was the annual Valentine’s Day fundraiser. We are indebted to Mr & Mrs John Atkin for their kind donation of roses for this fundraiser. Their generosity enabled us to raise over $1,000.

In March we celebrated St Joseph’s Day with the inaugural Homeroom Captain Ball Challenge. All students enjoyed an afternoon on the oval and had fun battling against other homerooms. The winning homeroom was 12B. All homerooms were winners as each student received an ice block to celebrate the day and our school. Hopefully this will be a tradition which builds school spirit, a sense of enjoyment and marks the Feast Day of our Patron Saint, St Joseph.

‘I love my Country’ was the theme of our annual School Disco, held at the Tweed Coolangatta Golf Club. Approximately three hundred students dressed in an array of costumes, from stubbies and bonds singlets to akubra hats and riding boots which was
a great expression of our love for Australia. The night saw hours of dancing, fun and laughter. We raised over $1,000.

Mother’s and Father’s Days proved to be big successes with the students, who were able to buy small gifts for their loved ones and help raise a small amount of funds.

In Term 3 we held the annual St Joseph’s Tri-series. A strong staff team saw the students lose the netball and touch games. They did however win the volleyball game. Over the three lunchtimes the games were held, students crammed the oval to cheer on their peers in a hope the teachers would lose. Unfortunately it had no effect! The trophy was awarded to the staff again.

This year our World Vision sponsor child turned eleven. The students of St Joseph’s College have sponsored Dominic since 2000. He lives in Uganda and is in Grade 5. Every year we receive updates on his schooling, family and community and it is pleasing to see that our small donations are making such a big impact in Dominic’s life. To raise the funds necessary to sponsor Dominic for a year we held a mufti day with each student donating a gold coin to wear clothes of their own choosing. The students raised a phenomenal amount, over $900, which covered Dominic’s sponsorship and more. This is a reflection of the strong sense of social justice within the St Joseph’s College student body.

In December last year, St Joseph’s College applied to the Australian Government for a War Memorial Grant. Finally after months of waiting we received our grant in April. The War Memorial is currently under construction and is a replica of the memorial at the end of the Kokoda Track. It is a tribute to the lives of Australian soldiers who have been lost while defending Australia during war. SRC funds enabled Mr de Venny to design and build a beautiful garden around the War Memorial. We thank Mr de Venny for his expertise and hard work.

Finally, at the conclusion of the 2006/2007 SRC term, the SRC bank account was swelling due to the generous support shown by the students. Therefore it was fitting that this money was put back into the school. We believed it would be most appropriate to invest the money into a resource we as students use everyday. Therefore the SRC donated $2,800 to Mrs Pinkstone in the canteen for the purchase of a dishwasher. Unbelievably, she previously had no dishwasher at all and had to wash everything by hand. SRC funds also purchased a large face clock for the Doyle Centre to assist students with time management during exams.

In summarising our year, thanks must be shown to Mr McLoughlin, Mrs Sargent and Ms Berry, our SRC support crew. Most importantly, thanks must go to Ms Stegeman. Without her help none of the above projects would have occurred. Thank you to all the students and teachers for their support throughout the year. We are extremely proud of our contributions, and hope you are too.
2. **This Catholic School**

2.1 **Faith and Mission**

2.1.1 **Area Description**
St Joseph’s College students live in the Parish areas of St Joseph’s Tweed Heads and St Anthony’s Kingscliff. Students live as far south as Pottsville, as far north as Tugun and as far west as Bilambil.

2.1.2 **Main Features of the School**
The main features of St Joseph’s College are a promotion of spiritual growth which embodies our motto ‘Peace through Justice’. We are a Catholic school providing a holistic education enabling all students to pursue personal excellence and to meet the challenges of a changing society.

The College offers spacious grounds, excellent facilities including a Multi-Purpose Centre, Hospitality Kitchen, Creative Arts facilities, Technology and Applied Studies facilities, Science facilities, five Computing Laboratories as well as twenty-seven general learning areas.

2.1.3 **The School Mission Statement**
St Joseph’s College is answering the challenge of the Gospel in the field of education as part of the Tweed Heads Parish community. Our vision is:

“...To generate a school community climate that is permeated by the Gospel values of freedom and love. The community is one which values the uniqueness and dignity of every individual and appreciates the worth of each person who is growing in the knowledge of Christ’s example.”

(St Joseph’s College Handbook - Section 1.)

At St Joseph’s College we seek to work together with parents, students, pastors and the wider Parish community to live and learn in a spirit of encouraging “Peace through Justice” in all that we say and do.

St Joseph’s College is part of the evangelising mission of the Church and as such we strive to provide students with a thorough knowledge and experience of Christianity in the Catholic tradition.

We, at St Joseph’s College seek to empower each student to achieve to his or her potential by providing a quality education, which encourages academic, spiritual, moral and personal excellence.

2.1.4 **The Faith Purposes of the School**
With St Joseph as our model we aim to promote the maintenance of relationships based on gospel values of love, peace and justice. To assist in this mission, we at St Joseph’s:

- Provide a rigorous, structured and relevant Religious Education Program, which caters for students of diverse backgrounds, levels of ability and religious commitment and practice.
- Ensure that students are provided with a thorough knowledge of the Catholic heritage.
- Provide opportunities for students to experience the Catholic faith and spiritual dimensions through daily prayer, liturgies, retreats and reflection days.
- Partake in celebrations and commemorations with emphasis on our Catholicity.
- Provide opportunities for students to ‘live out’ Gospel values by offering a structured Community Service Program
- Recognise and encourage the involvement of the Parish Priest as spiritual mentor and faith leader.
- Encourage a counter – cultural life view amongst students in regard to many of the issues they face in their everyday lives.

Time allocation for religious education is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>9</td>
<td>6</td>
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<td>10</td>
<td>6</td>
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<tr>
<td>11</td>
<td>5</td>
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<tr>
<td>12</td>
<td>5</td>
</tr>
</tbody>
</table>

The number of lessons is based on forty-five minute lessons over a ten day cycle. Sacramental programmes are run on a needs basis in consultation with the St Joseph’s Parish. Major religious celebrations at the College during 2006 were the Opening School Mass, Ash Wednesday, St Joseph’s Day (19 March), Easter Liturgy, Assumption Day Mass, Leadership Mass, Graduation Mass, End of Year Awards Liturgy and the Christmas Liturgy.

Staff Prayer is a regular weekly feature of College life and student prayer occurs on a daily basis. Students in Years 7, 8, 9 and 10 participated in two Reflection Days, Year 11 participated in the Leadership Camp and Year 12 participated in the four day – three night Retreat. We have special prayer assemblies for ANZAC Day and Rememberance Day. The College has a very active St Vinnies group mentored by the Year 11 Co-ordinator.

2.1.5 Links to the Parish and Parish Involvement
The College has close links with the St Joseph’s Parish including:

- Regular attendance by classes to Parish Mass held in the College’s Holy Family Chapel each Wednesday.
- Catering for the annual thank you gathering where our Parish Priest offers a function on College grounds to thank Parish volunteers.
- Hosting the annual Corpus Christi Parade at the College.
- Instigation of a monthly Youth Mass held in the Holy Family Chapel on the fourth Sunday on the month.
- Members of the Parish community have visited the College to speak at Careers Seminars as well as a Careers Expo held for Year 10 students.

2.1.6 Wider Community Involvement
The College is an active participant in the annual ANCAC Day March through the streets of Coolangatta and Tweed Heads. There is a vibrant community service programme where students:
- Visit the sick and elderly at the local St Martha’s Aged Care facility.
- Are involved in ICT peer tutoring to students at St James Primary School.
- Years 11 and 12 students and staff are involved in Rosies .... friends of the streets outreach to the marginalised in our society.
- Senior students participate in Lions Youth of the Year Public Speaking Competition.
- Year 10 students are involved in the Make Poverty History, an initiative of the United Nations to halve world poverty by 2015. Our involvement has been through local parishioner and Caritas Australia representative John Lee.

2.2 **Parent Involvement**

2.2.1 **Opportunities For Parental Involvement**

There are various ways in which parents and guardians can be involved in the life of St Joseph’s College.

Traditionally our school has had a Parents and Friends Association which has acted as a mainly social and fund raising group for the College. After extensive consultation with parents, guardians and staff in 1999, a major change took place which as a result saw the College move from having a Parents and Friends Association to a Community Association.

The Community Association is based on a school forum model and comprises six committees: *Parent Education*, *Pastoral Care and Spirituality*, *College Awareness and Promotion*, *Year Parents*, *Special Projects and Fund Raising*. These committees are made up of parents and interested people, with each focusing on different aspects of College life, working together for the building of a strong Catholic community, while addressing particular needs within the College. The Community Association has an Executive Committee which has the main task of ensuring that the Association maintains momentum.

The College has a bright future and with the support and involvement of the community we are confident that the College will further develop and prosper. Most importantly the students will benefit from the wholesome Christian and educational community that exists at St Joseph’s. Such a community can only occur when everyone who is part of that community contributes to making it better.

Unfortunately we have not had sufficient numbers in 2007 to conduct the Community Association. The Principal has made one night available each term to meet with parents who wish to discuss matters concerning their child’s life at St Joseph’s College.

A major project to refurbish the eastern section of the playground was undertaken in 2007. This refurbishment involved increased seating, pathways and wet weather/fine weather shade. It will give students an ideal area for passive recreation.

The College has a representative on the Diocesan Parent Forum and a representative on the St Joseph’s Parish Schools Board.

2.2.2 **Reporting Procedures**

Parents also have the opportunity to meet with teachers regarding their child’s progress in terms of:
- Formal Parent/Teacher/Student Evenings. Each year group has one designated evening per year. A second opportunity for Parent/Teacher/Student interviews for students in Years 7-10 occurred on the last Wednesday and Thursday of Term 4.
- Individual meetings organised between teachers and parents.
- Contact through the telephone and the diary system.
- Meetings with parents regarding elective choices in Year 9, the School Certificate, the Preliminary HSC Course and the HSC Course.

### 2.2.3 Other parental involvement at the College includes our much valued Canteen volunteers and parents who assist with examinations.

### 3. PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

#### 3.2 2007 School Certificate Results

108 students sat the 2007 School Certificate at St Joseph’s College. The percentage of students who achieved results in either Band 5 or Band 6 was above the state statistics for these bands in English Literacy and Australian Geography. This was the case for the previous year as well. The percentage of students who achieved either a Band 1 or Band 2 was below the state statistics for these bands for all School Certificate Tests in 2007. The Computing Skills Test resulted in 61% of our students achieving a Highly Competent grade; this statistic representing a percentage higher than the state percentage for Highly Competent achievement.

**2007 Higher School Certificate Results**

101 students sat the 2007 Higher School Certificate at St Joseph’s College. Additionally, one student sat HSC Drama ahead of his Year 11 cohort. Most students achieved very well with overall results equal to the College’s previous best. The College had 32 listings on the Distinguished Achievers list (90% + in a course), these listings spanning 14 different courses. 2007 HSC students sat 29 different courses which had a HSC examination. A significant number of students opted for a pattern of study without UAI eligibility.

#### 3.4 National Literacy and Numeracy Benchmarks

**Students in Year 7 achieved at or beyond national benchmarks in 2007**

<table>
<thead>
<tr>
<th>Subject</th>
<th>2007</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>82.9%</td>
<td>85.0%</td>
</tr>
<tr>
<td>Writing</td>
<td>98.0%</td>
<td>97.5%</td>
</tr>
<tr>
<td>Reading</td>
<td>93.8%</td>
<td>97.5%</td>
</tr>
</tbody>
</table>
Statewide Comparative Percentages in Achievement Levels for Year 7 2007

<table>
<thead>
<tr>
<th></th>
<th>High</th>
<th>Proficient</th>
<th>Elementary</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Average</strong></td>
<td>47</td>
<td>47</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td><strong>State Average</strong></td>
<td>35</td>
<td>49</td>
<td>12</td>
<td>4</td>
</tr>
</tbody>
</table>

**Literacy**

**Numeracy**

<table>
<thead>
<tr>
<th></th>
<th>High</th>
<th>Proficient</th>
<th>Elementary</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Average</strong></td>
<td>39</td>
<td>40</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td><strong>State Average</strong></td>
<td>27</td>
<td>35</td>
<td>31</td>
<td>7</td>
</tr>
</tbody>
</table>

The English Language and Literacy Assessment (ELLA) and Secondary School Numeracy Program (SNAP) results were quite pleasing. The main Numeracy concern is that although a large portion of Year 7 students have achieved well there are a significant portion of students that are below the National Benchmark. Overall Literacy levels are good, particularly writing levels, whilst reading levels are a concern.

4. **PROFESSIONAL LEARNING AND TEACHER STANDARDS**

4.1 **Details of Teaching Staff**

In 2007 St Joseph’s College had a FTE (full time equivalent) of 55.0 staff teaching in the following faculties:

- Religious Education
- English
- Mathematics
- Science
- Human Society and Its Environment
- Languages Other Than English
- Creative Arts
- Technological and Applied Studies
- Personal Development, Health and Physical Education

In addition the College has a full time Librarian, a full time Special Education Teacher and a full time Counsellor.

In the non-teaching area the College personnel in 2007 was as follows:

- Five Secretarial Staff
- One Library Assistant
- One TAS Assistant
- Two Maintenance/Grounds Personnel
- Five Special Education Aides
- One Laboratory Assistant
- One Canteen Manager
- One ICT Support Person (16 hours per week)

The College Executive consists of:

- The Principal, The Deputy Principal, The Curriculum Co-ordinator,
All staff are accredited with the NSW Institute of Teachers.

4.1.1 Teaching Qualifications
All teaching staff have teaching qualifications from a higher institution within Australia.

4.2 Professional Learning
Topics covered at Professional Development Days include:

- Staff Spirituality – ‘Who I am as a Teacher in a Catholic School’

Other major inservice opportunities involved the Project for Enhancing Learning – PEEL and implementing ICT strategies in the classroom. Two staff participated in HSC marking and a total of 195 days professional development took place.

The average expenditure per teacher on professional learning was $2,500.00.

5. Teacher Attendance and Retention

5.1 The Average Teacher Attendance Rate
96.12%

5.2 Teaching Staff Retention
All teaching staff were retained from 2006 with one resignation. One member of staff departed at the end of 2007.

6. Student Attendance and Retention Rates

6.1 Student Attendance
The average student attendance rate in 2007 was 94.4%. With respect to retention rates, the following table will provide suitable information:

<table>
<thead>
<tr>
<th>Year Group 2006</th>
<th>No of Students 2006</th>
<th>No of Students who left 2006</th>
<th>Year Group 2007</th>
<th>No of Students 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>126</td>
<td>7</td>
<td>8</td>
<td>125</td>
</tr>
<tr>
<td>8</td>
<td>130</td>
<td>5</td>
<td>9</td>
<td>121</td>
</tr>
<tr>
<td>9</td>
<td>113</td>
<td>6</td>
<td>10</td>
<td>108</td>
</tr>
<tr>
<td>10</td>
<td>138</td>
<td>29</td>
<td>11</td>
<td>100</td>
</tr>
<tr>
<td>11</td>
<td>113</td>
<td>2</td>
<td>12</td>
<td>102</td>
</tr>
</tbody>
</table>

6.2 Retention Rates

<table>
<thead>
<tr>
<th>Year 10 2005</th>
<th>No who left at end 2005</th>
<th>Year 11 2006</th>
<th>No who left at end 2006</th>
<th>Year 12 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>130</td>
<td>31</td>
<td>113</td>
<td>2</td>
<td>102</td>
</tr>
</tbody>
</table>
This indicates that 76% of Year 10 2005 students completed Year 12 at St Joseph’s College in 2007. All figures are taken from the August census each year.

7. POST SCHOOL DESTINATION

7.1 Year 10 2007
   Work Force  8
   Further Study  17
   Unknown  0

   Year 12 2007
   Work Force  53
   Further Study  48
   Unknown  1

8. ENROLMENT POLICIES AND PROFILES

8.1 Enrolments for the following Year 7 cohort are taken up to the end of Term 2. Enrolments for other year groups are taken at any time upon interview with the College Principal.

Enrolment interviews for the following Year 7 cohort are held in Week 3 of Term 3 and parents are notified by Week 7 of Term 3.

Parents wishing to be placed on a waiting list for enrolment are required to complete and submit an Application for Enrolment. Upon a vacancy arising the priority listing for interviews is based upon the Enrolment Policy and date of submission.

St Joseph’s College Enrolment Policy
The parent/caregiver of any student is eligible to complete an application for enrolment form. However any such enrolment shall be subject to the following criteria:

- The first priority will be given to Catholic children who have completed the sacramental program and are already enrolled in other parish schools.
- The second priority for enrolment will be Catholic children who have completed the sacramental program and who are not enrolled in other parish schools.
- The third priority for enrolment will be Catholic children who have not completed the sacramental program who are in other parish schools.
- The fourth priority for enrolment will be Catholic children who have not completed the sacramental program who are not in parish schools.
- The fifth priority for enrolment will be non-Catholic children who are in other parish schools.
- The sixth priority for enrolment will be non-Catholic children who are not in parish schools.

Notwithstanding the above criteria, the student’s behaviour and participation in their previous school life is to have been consistent with the stated expectations of St Joseph’s College. In addition, the enrolment process will evaluate the family’s compliance with the payment of school fees at their previous school.
As a guideline, a ceiling of 30% for non-Catholics is recommended.

**Enrolment Offer – St Joseph’s College**
Those offered a place at the College are required to be compliant with the Student/Parent Agreement form and pay a $50.00 bond (a student entering the College will have the $50.00 credited against their first term’s school fees). The Student/Parent Agreement form is found within the College diary and needs to be signed by both students and parents at the commencement of each school year.

In signing the Enrolment Agreement, parents/guardians agree:
- To be bound by the rules and regulations of the school including those pertaining to uniform and discipline.
- That all school fees and charges due and payable each term will be paid by the due date, or as per arrangement approved by the Parish School Fees Manager.
- That in the event of a term’s fees and charges not being paid within the terms and conditions of the School Fees Policy, notice may be given requiring the student to be withdrawn from the school pending payment of all outstanding fees.
- That the school reserves the right to suspend a student for disciplinary reasons without refund of fees and charges.

**Annual School Fees**
The Parish Schools Board will mail out a notice to all school families at the end of each year, advising of the school fees for the following year.

Annual school fees will be invoiced at the beginning of Terms 1-3, and fees will be payable within 21 days from the date of the invoice. A discount of 5% is offered on the fee when the full years fees are paid within 21 days of the commencement of Term 1.

All overdue accounts, not subject to an arrangement approved by the School Fees Manager, are subject to an interest charge of 7.5% compound interest calculated on the outstanding balance.

**General Composition**
The general composition of the student population (as of the August census) is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Year Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>84</td>
<td>72</td>
<td>156</td>
</tr>
<tr>
<td>8</td>
<td>58</td>
<td>67</td>
<td>125</td>
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<tr>
<td>9</td>
<td>66</td>
<td>55</td>
<td>121</td>
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<tr>
<td>10</td>
<td>49</td>
<td>59</td>
<td>108</td>
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<tr>
<td>11</td>
<td>54</td>
<td>46</td>
<td>100</td>
</tr>
<tr>
<td>12</td>
<td>49</td>
<td>53</td>
<td>102</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>360</strong></td>
<td><strong>352</strong></td>
<td><strong>712</strong></td>
</tr>
</tbody>
</table>
9. **School Policies**

9.1 **Student Welfare**

St Joseph’s College is committed to the pastoral care of all members of its community (staff, students and parents). St Joseph’s College has a well developed and extensive pastoral care policy for students and supports this commitment in its full time establishment.

Every member of the St Joseph’s staff is required to be screened under the Child Protection Legislation.

At St Joseph’s College an OH&S Officer is given 0.1 release to help ensure safe practices are maintained.

At St Joseph’s College students are exposed to a variety of pastoral programmes, including, but not restricted to: Seasons, Motivation, Anti-bullying, RRISK; Defensive Driving; Safety for Schoolies: Drug and Alcohol Abuse.

**Pastoral Care**

St Joseph’s College is strongly committed to the pastoral care of staff and students. This is exemplified in the College Mission Statement 2006 – 2009 where the first goal states:

“To maintain and develop relationships based on Gospel values and in the spirit of our motto ‘Peace through Justice’”.

Pastoral Care permeates every aspect of College life. This is demonstrated by attitudes, values and beliefs that are held by all members of the College community and manifested both inside and outside the classroom. It concerns the whole school community and involves the total development of the individual child. To assist in this end the following are in place at St Joseph’s College:

- A Pastoral Care Programme, which operates weekly for 30 minutes, deals with issues relevant to the year group, is organised by Year Co-ordinators in consultation with Homeroom Teachers and Pastoral Assistants and involves all College teaching staff and students.
- A Religious Education Programme which supports the total development of the student – spiritually, morally, emotionally and intellectually.
- Roles to pastorally assist all staff and students such as Year Co-ordinators, Homeroom teachers, Pastoral Assistants (all non-Homeroom teachers allocated to each Homeroom group), KLA Co-ordinators, a Counsellor, Careers Advisor, the Assistant Principal and the Principal.
- A Welfare and Discipline Policy based on the rights and responsibilities of each member of the community.
- A ‘Bullying and Harassment Policy’ which is aimed at creating a ‘Safe’ environment for all members of the College community.
- Opportunities outside the classroom to nurture the development of relationships and personal growth such as Reflection Days and Retreats.
- A Pastoral Reporting System which provides parents with extensive information acknowledging individual achievements, involvement in extra-curricula activities and awards.
The Student Diary which provides open communication between staff and parents regarding all matters.

Opportunities for the community to meet in formal and informal situations such as Information Evenings, Parent/Teacher Evenings, Open Days, Year Group Breakfasts, the College Expo and the annual Talent Quest/Food Night.

**Discipline**

Each family is issued with a booklet outlining our Welfare, Discipline and Pastoral Policies, including bullying.

Discipline at St Joseph’s College is based on a restorative justice model whereby students are expected to take ownership of their actions and to realise the impact on themselves and others. The expectations the College has on its students is publicised in the Student/Parent Handbook and the students’ rights and responsibilities are published in the student diary.

**Parental or Guardian Complaint Policy and Procedures**

The spirit of this policy is one of equity and justice.

It is based on the belief that home and school form a partnership for the mutual benefit of children. It acknowledges that host procedures are those which involve the home, the school and the student in positive interaction.

**Rationale**

Occasionally there is a need for parents and/or guardians to raise concerns about practices or policies in schools. These concerns are generally addressed to all parties’ satisfaction at the local level through informal means (Scenario ‘A’).

Where this is not the case and a more formal structure is needed, then the following procedures will be enacted (Scenario ‘B’). In either case these procedures aim to:

- Expeditiously resolve the complaint, whilst ensuring that parents and students are not victimised and that the rights of teachers are not prejudiced.

*The objective of this policy is to resolve complaints as quickly as possible.*

*If the complaint relates to Child Sexual Assault or Abuse, Principals should follow the procedures for the mandatory notification to the Department of Community Services.*

**Procedures: SCENARIO ‘A’**

*Complaints about school matters should be made to the Principal.*

Upon receipt of a written complaint or a transcribed oral one, the Principal or other appropriate person is to:

- Discuss the issue with the person who is the subject of the complaint.
- Provide a copy of the written complaint to the staff member who is the subject of the complaint (if appropriate).
- Notify the Parish Priest of the complaint (if appropriate).
- Clarify the issues of the complaint.
- Investigate options for resolution.
- Discuss options for resolution with all parties.
- Decide on the option deemed to be the most appropriate and implement decision and feedback to all concerned.

To be effective schools should deal with complaints sensitively, promptly and confidentially. Matters need to be resolved as soon as possible and in a way which treats all parties with dignity and respect. *It is important to note that anonymous complaints are not accepted or acted upon.*

If a satisfactory outcome is not achieved further conciliation may take place in an effort to resolve any outstanding issues.

On rare occasions where resolution is unlikely a decision needs to be made with the best learning outcome for students as paramount.

This is ultimately a school, parish decision.

**Procedures: SCENARIO ‘B’**

*To be implemented when matters are not satisfactorily resolved at local event. In the case of a formal complaint against the Principal the complainant should contact the Diocesan Director of schools.*

Should this occur, the Director or his/her appointee will implement the following steps.

**NOTIFY** the Parish Priest of the complaint.

**CLARIFY** that the complainant has made contact with the school. That the ‘complaint’ has been aired and a reasonable hearing obtained.

**REVIEW/REASSESS** what is the current source of dissatisfaction with what is left unresolved. Request this be presented in writing or document an oral complaint if appropriate.

**APPROACH** the school, ie the Principal who with some assistance may be able to resolve the issue at the local level.

**CONSULT** with all parties in an endeavour to resolve the issues.

**PROVIDE** feedback to all parties regarding the resolution of the complaint.

*To gain resolution of a complaint, it may help to keep the following points in mind:*

- The focus of effective complaint resolution is conciliation.
- Conciliation may be achieved by facilitating a meeting or meetings between the relevant parties or by discussing the issue with the parties separately.
- Any other person who is able to assist should be consulted.

*Typically outcomes of successful conciliation may be that:*

- the parties resolved their differences; or
- the complaint is withdrawn; or
- a reasonable compromise is agreed upon.
Policy on Bullying and Harassment

What is Harassment and Bullying?

- **Harassment** is any form of behaviour that is not wanted, and not asked for, which humiliates a person.
- For behaviour to constitute harassment, it must be unwanted and uninvited.
- To prove harassment, the complainant does not need to demonstrate disadvantage.
- It is sufficient to have felt offended, humiliated by the behaviour and for it to be reasonable to have felt that way.

**Bullying** is repeated, unreasonable behaviour directed towards a person that creates a risk to mental or physical health and safety.

At St Joseph’s College, our goal is to maintain and develop relationships based on Gospel values and in the spirit of our motto, “Peace Through Justice” (Mission Statement 2001-2005)

At St Joseph’s College we do not tolerate the following behaviours:

- **Physical Harassment** - Hitting, pushing, kicking
- **Social Harassment** - Exclusion, spreading rumours
- **Verbal Harassment** - Threats, put-downs, pranks, name-calling, standover tactics, teasing
- **Sexual Harassment** - Inappropriate touching, gestures or comments about another person’s moral or private life
- **Economic Harassment** - Stealing money or property, not paying debts, ridiculing clothing
- **Cultural Harassment** - Racist remarks, language or insults
- **Psychological Harassment** - Standover tactics and gestures
- **Spiritual Harassment** - Ridiculing beliefs and practices

These behaviours can be carried out in the following ways:

- To staff, students and parents
- Individuals or groups
- Telephone, in writing or e-mail
- Direct or indirect means

What students MUST do:

- Treat others with respect and dignity at all times.
- Be prepared to listen to what others are saying about your behaviour and be prepared to change if it is inappropriate.
- If you see anti-social behaviour taking place, **speak up**! You must report it to an adult you trust.
- Make an effort to be with people who treat others with respect. Being part of a group is no excuse.
- Be assertive. Be strong in rejecting anti-social behaviour. Nobody has the right to harass you.
- If you are harassed, tell someone you trust such as parents, Homeroom Teacher, Subject Teacher, Year Coordinator, KLA Coordinator, School Counsellor, Deputy Principal or Principal.
What will happen if an incident is reported?

• The student being harassed will be listened to.
• The situation will be assessed, and appropriate action will be taken.
• A negotiated plan will be developed to resolve the issue with the student or students. This may involve counselling.
• The appropriate people will be contacted.
• There will be a follow-up in an agreed length of time and disciplinary action will be taken if students continue to demonstrate anti-social behaviour.

Possible consequences of anti-social behaviour:

Physical Consequences - Headaches, anxiety-related illnesses, eating disorders
Social Consequences - Isolation, reduced school attendance or involvement, absence from activities
Verbal Consequences - Depression, lowered self-esteem, diminished confidence, fear
Sexual Consequences - Delayed development, loss of identity, distortion about image and body image
Economic Consequences - Loss of books, equipment, hardship
Cultural Consequences - Confusion, embarrassment, familial conflict
Psychological Consequences - Loss of self-esteem, fear
Spiritual Consequences - Loss of faith, meaninglessness, hopelessness, loss of trust

What Parents can do:

• If your child has concerns ask how you may best help him/her and assure him/her that he/she has done the right thing in reporting the incident.
• Establish the facts. Find out exactly what happened, who was involved, when, where and whether there was any provocation.
• Do not attempt to sort out the problem yourself. This may worsen the situation. Make an appointment to see your son’s/daughter’s Homeroom Teacher or Year Coordinator or KLA Coordinator to present your concerns with the aim of working together to resolve the problem.

9.1.1 Changes Made to These Polices During the Year

All College policies were updated during 2007 and will be up for review again in 2009.

9.1.2 To obtain the full text of the discipline policy, please contact the College office.

10. SCHOOL DETERMINED IMPROVEMENT TARGETS

10.1 Priority areas for improvement are found throughout the Strategic Plan 2007-2009. Priorities achieved in 2007 include:

• The participation of students from Years 10 and 11 in the Northern Diocesan Schools Journey of the World Youth Day Cross and Icon.
• The ongoing commitment to strengthening the student work ethic.
• The continued enhancement of ICT resources in the College highlighted by the installation of data projectors in twenty-four classrooms.
• The development of a whole school approach to expectations and standards regarding students and their learnings.
• Involvement in outreach activities to the marginalised in our society such as Rosies, Make Poverty History, Vinnies group.
Goals for 2008
Goals for 2008 relate specifically to the Strategic Plan which is updated below.

### STRATEGIC PLAN ~ GOALS FOR 2008

#### KEY AREA 1 CATHOLIC LIFE AND RELIGIOUS EDUCATION

<table>
<thead>
<tr>
<th>Components 2006-2010</th>
<th>Performance Indicators</th>
<th>Strategies</th>
<th>Responsibility</th>
</tr>
</thead>
</table>
| 1.1                  | 1.1.2 Adoption of the (new) Diocesan Vision Statement. | • Inform staff.  
                      |                        | • Parent information meeting | Principal |
| 1.1.3                | Enculturation of the distinctively Catholic nature of St Joseph’s College. | • Masses availability  
                      |                        | • Assemblies  
                      |                        | • Reconciliation availability  
                      |                        | • Reflection Days & Retreats  
                      |                        | • Curriculum-Catholic Ethos  
                      |                        | • Staff prayer  
                      |                        | • Prayers in diary  
                      |                        | • Daily prayer students  
                      |                        | • Sacramental Program | RE Ministry  
                      |                        | RE Deputy  
                      |                        | All Staff |
| 1.2                  | 1.2.4 Maintain and support teachers to gain RE qualifications. | • Investigate alternative courses through ACU and other institutions. | Principal and Deputy Principal |
| 1.3                  | 1.3.1 Social justice and outreach (student engagement, Catholic and community) | • Continue Community Service Programmes. | RE Ministry  
                      |                        | Year Co-ords |
| 1.3.3                | Review the Retreat Program/Reflection. | • Investigate alternative programs. | RE Ministry |
| 1.4                  | 1.4.2 Engagement with World Youth Day 2008. | • Start ePilgrimage consultation with CEO. | RE Ministry |

#### KEY AREA 2 STUDENTS AND THEIR LEARNING

<table>
<thead>
<tr>
<th>Components 2006-2010</th>
<th>Performance Indicators</th>
<th>Strategies</th>
<th>Responsibility</th>
</tr>
</thead>
</table>
| 2.1                  | 2.1.1 Set targets for the progressive improvement in HSC results. | • Analyse previous year’s results.  
                      |                        | • Discussion at KLA level on strategies to engage, motivate, encourage students.  
                      |                        | • See also 2.1.3 & 2.1.4 | KLA Co-ords & Curriculum Co-ord  
                      |                        | ‘Meet the Markers’ PM1 & MH2 to attend |
| 2.1.2                | Set targets for the improvement in SC results. | | |
| 2.1.3                | Explore best practice approaches to improving student academic results. | • Study programmes.  
                      |                        | • Analysis and utilization of SNAP & ELLA results for areas of concern/particular students.  
                      |                        | • Address at KLA level. | Curriculum Co-ord  
                      |                        | KLA Co & Literacy/ Numeracy Co-ord |
| 2.1.4                | Strengthen student work ethic. | • Reinforcement of work book rules.  
                      |                        | • Regular work book marking and monitoring.  
                      |                        | • Referrals to Year Co-ord and School Counsellor of students at risk.  
                      |                        | • Staff review of classes/areas of concern. | Class Teachers |


### KEY AREA 2  STUDENTS AND THEIR LEARNING cont.

| 2.2  | 2.2.1 Review/reinforce existing policy in the light of the principles of restorative justice. | ▪ Outline restorative justice policy to staff. | Principal |
| 2.4  | 2.4.2 To continue students’ use of ICT as a tool and process for learning. | ▪ Faculty programming of ICT component. ▪ Analysis of 5 areas of computing skills test to map student access and practice. | KLA Co-ords & Class Teachers ICT Co-ord |
| 2.5  | 2.5.1 Apply the Student Welfare Policy consistently. | ▪ Increase staff awareness of Welfare Policy. ▪ Review of policy at staff level. | Year Co-ords Executive/Year Co-ords |
| 2.5  | 2.5.3 To investigate opportunities for student leadership. | ▪ Enhance profile of SRC students. ▪ Continue captains/senior SRC at assembly. ▪ SRC to have profile at Year meetings/Reflection Days. | SRC staff liaison Year Co-ords |
| 2.5  | 2.5.5 To ensure structures and programs facilitating the care, welfare and safety of students and staff. | ▪ Regular maintenance and review of existing policy eg staff handbook annual review. | Executive |

### KEY AREA 3  PEDAGOGY

<table>
<thead>
<tr>
<th>Components 2006-2010</th>
<th>Performance Indicators</th>
<th>Strategies</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>3.1.2 Protect classroom teaching and learning time.</td>
<td>▪ Use of ECAL to track events, sport, excursions. ▪ Any interruptions to go through KLA Coordinators. ▪ Application of current excursion policy. ▪ Inservices applications discussed at Executive level. ▪ Ensure students arrive at class on time.</td>
<td>Whole Staff Whole Staff Exec/Deputy Class Teachers</td>
</tr>
<tr>
<td>3.1</td>
<td>3.1.3 Whole-school approach to KLA expectations and standards.</td>
<td>▪ Continual review, clarification, ongoing discussion - Assemblies - Staff Meetings - Briefings ▪ Procedures for ‘failure to submit’ tasks clarified. Lunch detentions. KLA Co-ords monitoring the procedure.</td>
<td>Principal, Deputy, Curriculum Co-ord</td>
</tr>
<tr>
<td>3.1</td>
<td>3.1.4 Review balance across the curriculum re academic programs and VET - Increase VET offerings - Increase the take-up rate of VET offerings.</td>
<td>▪ Continue to offer VET courses. ▪ Offer courses to cater for non UAI students.</td>
<td>KLA Co-ords Curriculum Co-ord and VET Co-ord</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>KEY AREA 3  PEDAGOGY cont.</strong></td>
<td></td>
</tr>
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<td>----------------------------------</td>
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</tr>
<tr>
<td>3.2</td>
<td>3.2.1</td>
<td>Make provision for gifted and talented students.</td>
<td>G&amp;T Co-ord</td>
</tr>
<tr>
<td>3.3</td>
<td>3.3.1</td>
<td>Adopt a whole-school approach to motivating students to learn.</td>
<td>PEEL Committee KLA Co-ord</td>
</tr>
<tr>
<td>3.3.2</td>
<td>Utilise data (ELLA, SNAP, DeCourcey, HSC, SC) to establish a whole-school approach to setting high standards for students’ learning.</td>
<td>Literacy Co-ord</td>
<td></td>
</tr>
<tr>
<td>3.3.3</td>
<td>Access professional development on pedagogy.</td>
<td>Executive Principal / Deputy</td>
<td></td>
</tr>
<tr>
<td>3.3.4</td>
<td>Increase the competency and confidence of teachers in their use of ICT in classrooms.</td>
<td>ICT Co-ord</td>
<td></td>
</tr>
</tbody>
</table>
### KEY AREA 3  PEDAGOGY cont.

<table>
<thead>
<tr>
<th>3.4</th>
<th>3.4.1</th>
<th>Focus professional development on syllabus implementation and key curriculum documents.</th>
<th><strong>Strategies</strong></th>
<th><strong>Responsibility</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>§ Scope and sequencing, programming, outcomes reinforced regularly at KLA level.</td>
<td>KLA Co-ord</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>§ Programs adhered to and delivered at individual staff level.</td>
<td>Class Teachers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>§ Workbook discussion/review at faculty level.</td>
<td>Class Teachers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>§ Staff to hand in registers and student workbook each term to Co-ord.</td>
<td>Class Teachers</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.5.1</th>
<th>Access professional development on assessment.</th>
<th><strong>Strategies</strong></th>
<th><strong>Responsibility</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ongoing staff inservicing and professional reading.</td>
<td>KLA Co-ord</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.6.1</th>
<th>Model and promote best practice in classroom environments which promote high student achievement.</th>
<th><strong>Strategies</strong></th>
<th><strong>Responsibility</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>§ Inservicing of staff – PEEL strategies.</td>
<td>PEEL Committee KLA Co-ords</td>
<td></td>
</tr>
<tr>
<td></td>
<td>§ Encourage cross faculty sharing/discussion of successful excursions, T&amp;L ideas at Staff Meetings.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.7.1</th>
<th>Clarify professional expectations and standards.</th>
<th><strong>Strategies</strong></th>
<th><strong>Responsibility</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>§ Continual review at Briefings/Staff Meetings/Faculty Meetings</td>
<td>All Staff</td>
<td></td>
</tr>
</tbody>
</table>

### KEY AREA 4  HUMAN RESOURCES LEADERSHIP AND MANAGEMENT

<table>
<thead>
<tr>
<th>Components 2006-2010</th>
<th>Performance Indicators</th>
<th>Strategies</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>4.1.1</td>
<td>§ Review role description and statement of expectations.</td>
<td>Principal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>§ Review process of Co-ordinator contract interviews.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.1.2</td>
<td>§ Delineation of writing review.</td>
<td>Executive</td>
</tr>
<tr>
<td></td>
<td>4.3.1</td>
<td>§ Investigate inservice and short course options available.</td>
<td>Principal &amp; Deputy</td>
</tr>
</tbody>
</table>

### KEY AREA 5  RESOURCES, FINANCE AND FACILITIES

<table>
<thead>
<tr>
<th>Components 2006-2010</th>
<th>Performance Indicators</th>
<th>Strategies</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>5.1.1</td>
<td>§ ICT Co-ord to work on a 3 year plan.</td>
<td>ICT Co-ord</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2</td>
<td>5.2.1</td>
<td>§ Form a committee from various stakeholders to develop a plan.</td>
<td>Principal &amp; Staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.3</td>
<td>5.3.2</td>
<td>§ Review application for water saving grant.</td>
<td>Grounds Co-ord Executive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>§ Investigate green energy options (solar).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.3.3</td>
<td>§ Investigate options and approximate costings.</td>
<td>Executive &amp; Canteen Manager</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### KEY AREA 5  RESOURCES, FINANCE AND FACILITIES cont.

<table>
<thead>
<tr>
<th>5.4</th>
<th>5.4.2</th>
<th>Develop a process for accurate receipting of goods for KLA Co-ordinators.</th>
<th>- Review current practise and link receipting to asset database.</th>
<th>Finance Secretary</th>
</tr>
</thead>
</table>
| 5.5 | 5.5.1 | To provide staff with information about OH&S systems to enable them to comply with legislative requirements. | - Staff Meeting agenda item.  
- Staff training videos | OH&S Co-ord |
|     | 5.5.3 | To provide a safe environment for all members of the community. | - Continuous assessment and development of safe practices  
- Investigate sails for new rea in playground. | OH&S Co-ord |

### KEY AREA 6  PARENTS, PARTNERSHIP, CONSULTATION AND COMMUNICATIONS

<table>
<thead>
<tr>
<th>Components 2006-2010</th>
<th>Performance Indicators</th>
<th>Strategies</th>
<th>Responsibility</th>
</tr>
</thead>
</table>
| 6.1                  | 6.1.1 | Investigate and consult with parents, staff and students in order to implement a system refining parent/teacher/student evenings. | - Survey of parents – needs analysis after the night.  
- Staff Meeting after S/P/T nights to clarify purpose and issues raised during the process.  
- Addressed at briefing.  
- Memo to staff re format of evenings. | Principal & Deputy Principal |
|                      | 6.1.3 | Develop methods for communication and consultation with parents. | - Review role of student diary.  
- Review of correspondence to home. | Principal Deputy |
| 6.2                  | 6.2.2 | To provide access of the Annual School Report to the community. | - PDF format available on internet. | Leonie Jennings |
| 6.3                  | 6.3.3 | Investigate opportunities to develop links with local business. | - Retail Operations course & VET courses. | Vet Co-ord |
| 6.4                  | 6.4.1 | Actively promote the good reputation, academic and other achievements of the College. | - Allocate to a staff member role of media officer. | Sharon Singleton |

### KEY AREA 7  STRATEGIC LEADERSHIP AND MANAGEMENT

<table>
<thead>
<tr>
<th>Components 2006-2010</th>
<th>Performance Indicators</th>
<th>Strategies</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>7.1.1</td>
<td>To develop a clear annual plan with achievable goals.</td>
<td>- Strategic leadership framework a permanent agenda item.</td>
</tr>
<tr>
<td></td>
<td>7.1.2</td>
<td>To promote opportunities for staff dialogue at staff meetings.</td>
<td>- Structure input sessions whenever possible.</td>
</tr>
</tbody>
</table>
| 7.2                  | 7.2.1 | To encourage all staff to have input into areas outside faculty/teaching and learning responsibilities in order to assist each individual student realize their potential. | - Staff to actively engage in pastoral period.  
- Engage staff in discussion of involvement in extra-curricular activities. | All staff |
11. RESPECT AND RESPONSIBILITY

11.1 Actions Taken to Promote Respect and Responsibility
At the heart of every Christian person is Jesus’ call to ‘Love your neighbour as you love yourself’ Matthew 22:39. This action promotes respect and responsibility. Students are constantly reminded at Assemblies about the need to treat others with respect and act responsibly. With respect to community service, involvement had been as follows:
Year 7 participation in local community anti-littering campaign.
Year 8 peer tutoring in ICT of primary school students at St James Primary.
Year 9 peer tutoring in ICT of primary school students at St James Primary.
Year 10 visiting the residents of St Martha’s Hostel and Make Poverty History.
Year 11 participation in local Meals-on-Wheels and local ‘Rosies’ outreach.
Year 12 participation in local ‘Rosies’ outreach.

Students are encouraged to participate in the local Anzac Day March where approximately 1/3 of the student population is involved in local marches.

12. PARENT/TEACHER/STUDENT SATISFACTION

12.1.1 Parents’ Satisfaction with Plain English Reporting
At our Parent/Teacher/Student Evenings throughout 2007 we surveyed parent satisfaction regarding:
1) The nature of our reports and their satisfaction with them.
2) The timing of the Parent/Teacher/Student Evenings and their satisfaction with the feedback they received from teachers.

Some concerns were expressed in a small minority of cases regarding access to staff. In some cases this is unavoidable due to illness, but view the initiative of placing the Parent/Teacher/Student Sheet within the Student Diary as a positive step in ensuring the Interview Sheet was not lost.

13. FINANCIAL INFORMATION

2007 Income - St Joseph's College - BANORA POINT

[Diagram showing income distribution: Fees 78%, Other Private Income 4%, Grants-State Govt 24%, Grants-Commonwealth Govt 52%, Govt Capital Grants 9%, Other Capital 1%]
### Income Heading

<table>
<thead>
<tr>
<th>School</th>
<th>Location</th>
<th>2007 Income</th>
<th>2007 Income Total</th>
<th>Grand Total</th>
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<tbody>
<tr>
<td>St Joseph's College</td>
<td>BANORA POINT</td>
<td>1341172</td>
<td>1341172</td>
<td>$1,341,172</td>
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<tr>
<td>Other Private Income</td>
<td></td>
<td>276088</td>
<td>276088</td>
<td>$276,088</td>
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<tr>
<td>Grants-State Govt</td>
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<td>1809487</td>
<td>1809487</td>
<td>$1,809,487</td>
</tr>
<tr>
<td>Grants-Commonwealth Govt</td>
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<td>4039398</td>
<td>4039398</td>
<td>$4,039,398</td>
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<tr>
<td>Govt</td>
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<td>75000</td>
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<tr>
<td>Other Capital</td>
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<td>39051</td>
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</table>

### Expenditure Heading

<table>
<thead>
<tr>
<th>School</th>
<th>Location</th>
<th>2007 Expenditure</th>
<th>2007 Expenditure Total</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
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<td>BANORA POINT</td>
<td>5816697</td>
<td>5816697</td>
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<tr>
<td>Other Expenditure</td>
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<td>1381196</td>
<td>1381196</td>
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</tr>
<tr>
<td>Capital Expenditure</td>
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<td>211543</td>
<td>211543</td>
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