1. A Message From Key School Bodies

1.1 From the Principal

2006 has been a year filled with energy and commitment from all involved at the College. Significant achievements for 2006 include:

- The establishment of a Youth Mass held on the fourth Sunday of each month at the College.
- The ongoing commitment to the sacraments at the College with students having the opportunity to attend Eucharist and Penance at the College.
- The successful registration and accreditation process undertaken by the Religious Education and Personal Development, Health and Physical Education faculties.
- A College record of twenty teams contested finals of the local Tweed Valley Schools Sports Competition with fourteen teams victorious.
- The College Choir placing first at the Murwillumbah Eisteddfod, Secondary Schools section for the very first time.
- Outstanding performances by students in the Higher School Certificate and School Certificate examinations.
- The commitment of the students to reach out to those less fortunate than themselves through:
  - Project Compassion
  - Appeal for Good Counsel College, Innisfail (as a result of Cyclone Larry)
  - Dominic, our sponsored child for Word Vision in Uganda
  - Local St Vincent de Paul Centres with the Christmas Appeal
- It is a great tribute to our students through their willingness to commit to helping others.
  ‘Whatsoever you do to the least of mine, that you did unto me’
- The development of a Strategic Leadership and Management Framework that will direct the future of the College from 2007 – 2009.

1.2 Student Representative Council

The past year has been an exciting one for the 2005/2006 St Joseph’s College Student Representative Council. With the help of students, parents and staff, we were involved in activities that raised funds and school spirit throughout the year.

The lunchtime games room and sporting activities was another great initiative of this year’s SRC. The games room operates on Tuesdays and Fridays with games ranging from ‘Guess Who’ to ‘Chess’ but ‘Uno’ was definitely the most popular. The games room provides a great lunchtime activity especially on cold and rainy days. Thanks must go to those SRC members who gave up their lunchtime to run these activities.

The SRC ran a volleyball tournament for Years 7 and 8 in Term 1, a touch football competition for Years 9 and 10 in Term 2 and the traditional Staff v Students Tri-Series in Term 3. Thanks to Mr Besgrove for giving up so much of his time and thanks to the students who helped organise and umpire these events.
In Term 2 we held our annual disco at the Tweed Heads/Coolangatta Golf Club. The theme for this year was the ‘70s’. Three hundred attended in a range of costumes. We saw plenty of lycra, the afro, platform shoes, psychedelic colours and styles. The night saw hours of dancing, fun and laughter. We raised over $1,000. It will be a disco we will never forget.

Mothers’ and Fathers’ Days provided fundraising opportunities and the SRC organised a range of great gifts at very reasonable prices for students to show mum and dad their appreciation.

The students finally won the Staff v Students Tri-Series. This series saw the introduction of volleyball instead of soccer in an attempt to get a clear series winner – instead of a nil all draw in the soccer. Over three lunchtimes we had games of netball, touch and volleyball with the students managing a clean sweep for the first time ever. We can now proudly say that we beat the teachers and our victory is engraved on the series trophy on display in parent reception.

This year our sponsored child, Dominic, turned 10 years old. The students of St Joseph’s have sponsored Dominic since 2000. He lives in Uganda and is in Year 4. Every year we receive updates on his schooling, family and community. It is great to see our contribution making a difference in his life. To raise the necessary funds for Dominic’s sponsorship, we held a State of Origin day. Students were encouraged to wear a blue or maroon t-shirt or jersey on the final origin series day and donate a gold coin in support of their team and, of course, Dominic.

Overall a lot has been achieved by the SRC this year and it would not have been possible without the guidance and assistance of Ms Stegeman. Thank you also to Ms Berry, Mr Besgrove and Mr McLoughlin who support our SRC team.

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:

- Year 7: 6 lessons
- Year 8: 6 lessons
- Year 9: 6 lessons
- Year 10: 6 lessons
- Year 11: 5 lessons
- Year 12: 5 lessons
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.

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 2006 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 for 2007 will be undertaken to refurbish the eastern section of the playground. This refurbishment will involve 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 2006 School Certificate Results
One hundred and thirty-four students sat the 2006 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. 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 2006. The Computing Skills Test resulted in 71 students achieving the award ‘Highly Competent’.
2006 Higher School Certificate Results

Ninety-nine students sat the 2006 Higher School Certificate at St Joseph’s College. Many students achieved well in the 2006 Higher School Certificate but the overall results were not as strong as previous years. Lower ability students, however, managed to gain results which, on the whole, saw minimal numbers of students in Band 1 and Band 2. Approximately 10% of the students were placed on the Distinguished Achievers list for one or more of their courses. There were seven different courses featured on the Distinguished Achievers List.

3.4 - National Literacy and Numeracy Benchmarks

Students in Year 7 achieved at or beyond national benchmarks in 2006
Numeracy: 85%
Reading: 97.5%
Writing: 97.5%

Comparative Performance of Benchmark Achievement at St Joseph’s College

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>85%</td>
<td>89.6%</td>
</tr>
<tr>
<td>Reading</td>
<td>97.5%</td>
<td>97.6%</td>
</tr>
<tr>
<td>Writing</td>
<td>97.5%</td>
<td>99%</td>
</tr>
</tbody>
</table>

Statewide Comparative Achievement Levels (mean calculations)

<table>
<thead>
<tr>
<th></th>
<th>2006 SJC</th>
<th>2005 State</th>
<th>2004 SJC</th>
<th>2004 State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>84.7</td>
<td>87.2</td>
<td>85.0</td>
<td>88.0</td>
</tr>
<tr>
<td>Reading</td>
<td>91.4</td>
<td>88.9</td>
<td>92.4</td>
<td>88.8</td>
</tr>
<tr>
<td>Writing</td>
<td>90.1</td>
<td>88.8</td>
<td>90.7</td>
<td>88.8</td>
</tr>
</tbody>
</table>

4. Professional Learning and Teacher Standards

4.1 Details of Teaching Staff

In 2006 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 and full time Special Education Teacher.
In the non-teaching area the College personnel in 2006 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,
- The Religious Education Co-ordinator – Curriculum,
- The Religious Education Co-ordinator – Ministry, and the Year 12 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 the Professional Development Days were as follows:

- Strategic Plan Facilitation and Development.
- PEEL (Project for Enhancing Learning) – Board of Studies Liaison Officer – Assessment Trends.
- Staff Spirituality – ‘The Vocation of Teaching in a Catholic School’
- Implementing ICT Strategies in the Classroom – Board of Studies Liaison Officer – Formative Assessment.

Other major inservice activity attended by some staff included PEEL workshops run within the College by an external facilitator. Three staff participated in HSC marking and staff attended a total of 200 days professional development for various inservice activities.

The average expenditure per teacher on professional learning was $2,788.25.

5. TEACHER ATTENDANCE AND RETENTION

5.1 The Average Teacher Attendance Rate
96.02%

5.2 Teaching Staff Retention
Staff retained in 2006 from 2005 were as follows:
One full time member of staff resigned at the end of 2005.
One full time member of staff was employed for 2006.
Additionally in 2006, two new members of staff joined the College staff: one as a replacement for a staff member on twelve months leave and one as a job-share position.
6. STUDENT ATTENDANCE AND RETENTION RATES

6.1 Student Attendance
The average student attendance rate in 2006 was 93%. With respect to retention rates, the following table will provide suitable information:

<table>
<thead>
<tr>
<th>Year Group</th>
<th>No of Students 2005</th>
<th>No of Students who left 2005</th>
<th>Year Group 2006</th>
<th>No of Students 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>130</td>
<td>3</td>
<td>8</td>
<td>130</td>
</tr>
<tr>
<td>8</td>
<td>119</td>
<td>9</td>
<td>9</td>
<td>113</td>
</tr>
<tr>
<td>9</td>
<td>141</td>
<td>6</td>
<td>10</td>
<td>138</td>
</tr>
<tr>
<td>10</td>
<td>130</td>
<td>30</td>
<td>11</td>
<td>113</td>
</tr>
<tr>
<td>11</td>
<td>118</td>
<td>7</td>
<td>12</td>
<td>98</td>
</tr>
</tbody>
</table>

6.2 Retention Rates
Retention rates for Year 10 2004 through to their completion of Year 12 in 2006 are as follows:

<table>
<thead>
<tr>
<th>Year 10 2004</th>
<th>No who left at end 2004</th>
<th>Year 11 2005</th>
<th>No who left at end 2005</th>
<th>Year 12 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>140</td>
<td>19</td>
<td>118</td>
<td>7</td>
<td>98</td>
</tr>
</tbody>
</table>

This indicates that 67% of Year 10 2004 students completed Year 12 at St Joseph’s College in 2006. All figures are taken from the August census each year.

7. POST SCHOOL DESTINATION

7.1 Year 10 2006
Work Force | 13
Further Study | 10
Unknown | 9

Year 12 2006
Work Force | 41
Further Study | 53
Unknown | 5

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.

Up until 2007, notwithstanding any of the above, siblings of children already enrolled at the College will be given consideration for enrolment.

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.

A ceiling of 30% for non-Catholics is recommended.

**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>59</td>
<td>67</td>
<td>126</td>
</tr>
<tr>
<td>8</td>
<td>68</td>
<td>62</td>
<td>130</td>
</tr>
<tr>
<td>9</td>
<td>51</td>
<td>62</td>
<td>113</td>
</tr>
<tr>
<td>10</td>
<td>79</td>
<td>59</td>
<td>138</td>
</tr>
<tr>
<td>11</td>
<td>57</td>
<td>56</td>
<td>113</td>
</tr>
<tr>
<td>12</td>
<td>52</td>
<td>46</td>
<td>98</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>366</strong></td>
<td><strong>352</strong></td>
<td><strong>718</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

Changes were made to the Discipline Policy during 2006 to include a section entitled ‘Termination of Enrolment’:

Termination of Enrolment

The philosophy of the College suggests that termination of enrolment should be rare since students asked to leave this College will have little opportunity of Catholic Education elsewhere.

In cases where continued enrolment appears not to be beneficial, parents may be advised to transfer the student to another school.

A student’s enrolment may be terminated when it is the opinion of the Principal in consultation with the Deputy Principal and Year Co-ordinators that:

- The student is not profiting from continued attendance at the College.
- The College’s resources, both material and personal, are being wasted or abused by the student.
- The student is affecting adversely the education of other students.
- The student’s misbehaviour is persistent and the student is unwilling to accept the authority of the College.
- The student’s behaviour is injurious to students or staff.
Termination of enrolment will be at the discretion of the Principal. The Parish Priest will be advised immediately when such a decision has been made. In the absence of the Principal, the Acting Principal may terminate an enrolment.

The Deputy Principal has authority to suspend students from attendance at the College. Year Co-ordinators may suspend students from class, provided that supervision can be arranged.

Termination of enrolment will normally be the final step in an extended process. Documentation of action taken at each step will be kept in student files. Parents will have been informed at each stage.

The process will include:
- Warnings and discussions with the student of consequences of behaviour
- Contact with parents about deteriorating conduct
- Student misconduct report forms
- Suspension from some or all classes
- Suspension from College.

In exceptional circumstances enrolment may be terminated for a serious, isolated act of misconduct.

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

10. SCHOOL DETERMINED IMPROVEMENT TARGETS

10.1 At all assemblies and through College Newsletters, students are continually encouraged/challenged to be members of a true Christian community. Faith experience opportunities were widened in 2006 to include live theatre – Brainstorm Productions’ theatre in education dealing with social issues such as bullying, personal image, self esteem, drug and alcohol abuse and teenage suicide. In the Junior School (Years 7-10) students experienced two Reflection Days and in the senior school a three day/two night Leadership Camp in Year 11 and a four day three night Retreat for Year 12. From a staff perspective, we had a Staff Spirituality Day in July which focussed on the vocation of teaching at St Joseph’s College.

Teaching and Learning
Teaching and learning has been enhanced during 2006 by an energetic group of staff who have formed a PEEL group. As mentioned earlier in this document, PEEL refers to the Project for Enhanced Effective Learning. Extra funding was obtained through the AGQTP (Australian Government Quality Teaching Project) giving members of staff the opportunity to collaboratively examine their pedagogy – the way they teach.

Relationship Goals
Students have been inspirational in their willingness to do something for those less fortunate than themselves. This has been achieved through Project Compassion, an appeal for Cyclone Larry victims as well as the St Vincent de Paul Christmas Appeal.

Organisational Goals
The MacIntosh server has proven to be invaluable and the laboratory of MacIntosh computers have been purchased for the library giving the students a balance of Mac/PC computers at their disposal.
Air conditioning of computer laboratories has been well received by staff and students. Increased costs in electricity, however, have been significant.

Goals for 2007
Following are the goals for 2007 from our Strategic Plan.

**STRATEGIC PLAN ~ GOALS FOR 2007**

<table>
<thead>
<tr>
<th><strong>KEY AREA 1</strong></th>
<th><strong>CATHOLIC LIFE AND RELIGIOUS EDUCATION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Components 2006-2010</td>
<td>Performance Indicators</td>
</tr>
<tr>
<td>1.1</td>
<td>1.1.2 Adoption of the (new) Diocesan Vision Statement.</td>
</tr>
<tr>
<td></td>
<td>1.1.3 Enculturation of the distinctively Catholic nature of St Joseph’s College.</td>
</tr>
<tr>
<td>1.2</td>
<td>1.2.4 Maintain and support teachers to gain RE qualifications.</td>
</tr>
<tr>
<td>1.3</td>
<td>1.3.1 Social justice and outreach (student engagement, Catholic and community)</td>
</tr>
<tr>
<td></td>
<td>1.3.3 Review the Retreat Program/Reflection.</td>
</tr>
<tr>
<td>1.4</td>
<td>1.4.2 Engagement with World Youth Day 2008.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>KEY AREA 2</strong></th>
<th><strong>STUDENTS AND THEIR LEARNING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Components 2006-2010</td>
<td>Performance Indicators</td>
</tr>
<tr>
<td>2.1</td>
<td>2.1.1 Set targets for the progressive improvement in HSC results.</td>
</tr>
<tr>
<td></td>
<td>2.1.2 Set targets for the improvement in SC results.</td>
</tr>
<tr>
<td></td>
<td>2.1.3 Explore best practice approaches to improving student academic results.</td>
</tr>
<tr>
<td></td>
<td>2.1.4 Strengthen student work ethic.</td>
</tr>
<tr>
<td>2.2</td>
<td>2.2.1 Review/reinforce existing policy in the light of the principles of restorative justice.</td>
</tr>
</tbody>
</table>
### KEY AREA 2  STUDENTS AND THEIR LEARNING

| 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 |
| 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 |
| 2.5.3 | 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 |
| 2.5.5 | 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>
</table>
| 3.1 | 3.1.2 | Protect classroom teaching and learning time. | • Use of ECAL to track events, sport, excursions.  
• Application of current excursion policy.  
• Inservices applications discussed at Executive level.  
• Ensure students arrive at class on time. | Whole Staff  
Whole Staff  
Exec/Deputy  
Class Teachers |
| 3.1.3 | Whole-school approach to KLA expectations and standards. | • Continual review, clarification, ongoing discussion  
- Assemblies  
- Staff Meetings  
- Briefings | Principal, Deputy, Curriculum Co |
| 3.1.4 | Review balance across the curriculum re academic programs and VET  
- Increase VET offerings  
- Increase the take-up rate of VET offerings. | • Continue to offer VET courses.  
• Offer courses to cater for non UAI students. | KLA Co-ords Curriculum Co and VET Co |
| 3.2 | 3.2.1 | Make provision for gifted and talented students. | • Increase integration of G&T in classrooms/progress. | G&T Co |
| 3.3 | 3.3.1 | Adopt a whole-school approach to motivating students to learn. | • Inservicing of staff – PEEL strategies.  
• Encourage cross faculty sharing/discussion of successful excursions, T&L ideas at Staff Meetings. | PEEL Committee KLA Co |
<table>
<thead>
<tr>
<th>KEY AREA 3</th>
<th>PEDAGOGY cont.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.3.2</strong></td>
<td>Utilise data (ELLA, SNAP, DeCoursey, HSC, SC) to establish a whole-school approach to setting high standards for students’ learning.</td>
</tr>
</tbody>
</table>
|            | - Analyse previous year’s results.  
|            | - Discussion at KLA level on strategies to engage, motivate, encourage students.  
|            | - Study programmes.  
|            | - Analysis and utilization of SNAP & ELLA results for areas of concern/particular students.  
|            | - De Courcy available on common drive.  
|            | - Address at KLA level.  
|            | - 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.  
|            | - Better identification of individual student needs. |
| **3.3.3**  | Access professional development on pedagogy. |
|            | - Discussion of available courses/progress at Executive.  
|            | - Dissemination of information by Executive.  
|            | - Professional reading distributed to staff. |
| **3.3.4**  | Increase the competency and confidence of teachers in their use of ICT in classrooms. |
|            | - Structured program based on needs analysis. |
| **3.4**    | Focus professional development on syllabus implementation and key curriculum documents. |
| **3.4.1**  | - Scope and sequencing, programming, outcomes reinforced regularly at KLA level.  
|            | - Programs adhered to and delivered at individual staff level.  
|            | - Workbook discussion/review at faculty level.  
|            | - Staff to hand in registers and student workbook each term to Co-ord. |
| **3.5.1**  | Access professional development on assessment. |
|            | - Ongoing staff inservicing and professional reading. |
| **3.6.1**  | Model and promote best practice in classroom environments which promote high student achievement. |
|            | - Inservicing of staff – PEEL strategies.  
|            | - Encourage cross faculty sharing/discussion of successful excursions, T&L ideas at Staff Meetings. |
| **3.7.1**  | Clarify professional expectations and standards. |
|            | - Continual review at Briefings/Staff Meetings/Faculty Meetings |

**Literacy Co:**

**Executive Principal / Deputy:**

**ICT Co:**

**KLA Co:**

**Curriculum Co:**

**PEEL Committee KLA Co-ords**

**All Staff**
### 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 Strengthen the appointment process for middle managers.</td>
<td>▪ Review role description and statement of expectations. ▪ Review process of Co-ordinator contract interviews.</td>
<td>Principal</td>
</tr>
<tr>
<td></td>
<td>4.1.2 Annual Review.</td>
<td>▪ Delineation of writing review.</td>
<td>Executive</td>
</tr>
<tr>
<td></td>
<td>4.3.1 Strengthen middle management leadership development.</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 Develop and implement an ICT master-plan.</td>
<td>▪ ICT Co-ord to work on a 3 year plan.</td>
<td>ICT Co</td>
</tr>
<tr>
<td>5.2</td>
<td>5.2.1 Develop a maintenance plan for school plant and facilities.</td>
<td>▪ Form a committee from various stakeholders to develop a plan.</td>
<td>Principal &amp; Staff</td>
</tr>
<tr>
<td>5.3</td>
<td>5.3.2 Review environmental practices both internally and externally in terms of professional responsibilities and staff and student stewardship.</td>
<td>▪ Review application for water saving grant. ▪ Investigate green energy options (solar).</td>
<td>Grounds Co</td>
</tr>
<tr>
<td></td>
<td>5.3.3 Investigate possibilities for canteen refurbishment/enlargement.</td>
<td>▪ Investigate options and approximate costings.</td>
<td>Executive &amp; Canteen Manager</td>
</tr>
<tr>
<td>5.4</td>
<td>5.4.2 Develop a process for accurate receipting of goods for KLA Co-ordinators.</td>
<td>▪ Review current practise and link receipting to asset database.</td>
<td>Finance Secretary</td>
</tr>
<tr>
<td>5.5</td>
<td>5.5.1 To provide staff with information about OH&amp;S systems to enable them to comply with legislative requirements.</td>
<td>▪ Staff Meeting agenda item. ▪ Staff training videos</td>
<td>OH&amp;S Co</td>
</tr>
<tr>
<td></td>
<td>5.5.3 To provide a safe environment for all members of the community.</td>
<td>▪ Continuous assessment and development of safe practices</td>
<td>OH&amp;S Co</td>
</tr>
</tbody>
</table>
### 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. | - Staff Meeting prior to S/P/T nights to clarify purpose and issues raised.  
- Survey of parents – needs analysis | Principal |
| 6.1                   | 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 |
| 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>
</tbody>
</table>
| 7.1                   | 7.1.2                  | To promote opportunities for staff dialogue at staff meetings. | - Structure input sessions whenever possible. | Principal  
Deputy |
| 7.2                   | 7.2.2                  | 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. | | |

---

### 11.  RESPECT AND RESPONSIBILITY

#### 11.1   Actions Taken to Promote Respect and Responsibility

A feature of St Joseph’s College is the challenge to live out our motto ‘Peace through Justice’. This is simplified by adapting Jesus’ words of, ‘Do unto others as you would have them do unto you’. This action promotes respect and responsibility. Students are constantly reminded at assemblies about the need to treat others with respect and act responsibly. This is also a feature of the College’s Pastoral Programme that operates on sports day. Reference to community service is also found in 1.1 of this report. A brief overview of community service is as follows:
Year 7: Participation in local community anti-littering campaign
Year 8: Peer tutoring 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
Year 11: Participation in local Meals-on-Wheels
Year 12: Participation in outreach as a part of the Street Retreat in Brisbane

Students are also encouraged to participate in the local ANZAC Day March where approximately 30% of the student population is involved in local marches.

12. **PARENT/TEACHER/STUDENT SATISFACTION**

12.1.3 Strategic Plan Survey
The construction of the Strategic Plan during 2006 involved a survey of students and parents. Staff were involved in a Staff Development Day with reference to the Strategic Plan. Parents were asked why they sent their child to St Joseph’s College, what three things they would change at St Joseph’s College if they could and any other comments they wished to make. Students were asked what they liked about the College, what three things they would change at the College if they could and what caused them concern at school. The results were very helpful in assisting the production of the Strategic Plan.

13. **FINANCIAL INFORMATION**

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fees</td>
<td>21%</td>
</tr>
<tr>
<td>Grants-State Govt</td>
<td>24%</td>
</tr>
<tr>
<td>Grants-Commonwealth Govt</td>
<td>53%</td>
</tr>
<tr>
<td>Other Private Income</td>
<td>11%</td>
</tr>
<tr>
<td>Govt.Capital Grants</td>
<td>0%</td>
</tr>
<tr>
<td>Other Capital</td>
<td>1%</td>
</tr>
</tbody>
</table>
### Income Heading Data

<table>
<thead>
<tr>
<th>Income Heading</th>
<th>2006 Income</th>
<th>2006 Income Total</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>St Joseph's College</td>
<td>St Joseph's College Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fees</td>
<td>1537056</td>
<td>1537056</td>
<td>$1,537,056</td>
</tr>
<tr>
<td>Other Private Income</td>
<td>83286</td>
<td>83286</td>
<td>$83,286</td>
</tr>
<tr>
<td>Grants-State Govt</td>
<td>1762384</td>
<td>1762384</td>
<td>$1,762,384</td>
</tr>
<tr>
<td>Grants-Commonwealth Govt</td>
<td>3805426</td>
<td>3805426</td>
<td>$3,805,426</td>
</tr>
<tr>
<td>Govt Capital Grants</td>
<td>0</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td>Other Capital</td>
<td>78376</td>
<td>78376</td>
<td>$78,376</td>
</tr>
</tbody>
</table>

### 2006 Expenditure - St Joseph's College - BANORA POINT

- **Salary & Related Expenditure**: 77%
- **Other Expenditure**: 21%
- **Capital Expenditure**: 2%

### Expenditure Data

<table>
<thead>
<tr>
<th>Expenditure Heading</th>
<th>2006 Expenditure</th>
<th>2006 Expenditure Total</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>St Joseph's College</td>
<td>St Joseph's College Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salary &amp; Related Expenditure</td>
<td>5623945</td>
<td>5623945</td>
<td>5623945</td>
</tr>
<tr>
<td>Other Expenditure</td>
<td>1497760</td>
<td>1497760</td>
<td>1497760</td>
</tr>
<tr>
<td>Capital Expenditure</td>
<td>138427</td>
<td>138427</td>
<td>138427</td>
</tr>
</tbody>
</table>