



2012 Annual Report

St Joseph's College, Toowoomba

A Catholic co-educational college of the Diocese of Toowoomba

"Serve Him in Others"

Address	54 James St Toowoomba QLD 4350	Phone	07 4631 8500
Year Levels	Years 8 – 12	Fax	07 4631 8599
Enrolment	690	Email	office@sjc.qld.edu.au
Principal	Mr Clem Welch	Boarders	No
Vacation Care	No	After School Care	No

Our Mission

This College is a Faith Community where Christian principles permeate all aspects of College life. This College aims to foster intellectual growth in students and to promote in them integrity, respect for truth, openness to reality and a respect for scholarly virtues. This College helps students to grow as individuals with their unique gifts and positive self-esteem. This College is a Catholic community in which care and love for each other is demonstrated.

Distinctive Curriculum Offerings

St Joseph's offers a fixed curriculum in Year 8 from the nine major key learning areas, and a semester unitised curriculum in Years 9 and 10 where students choose to study 28 units from a possible 84 semester units. In the senior years students select 7 subjects from the 34 subjects on offer across Years 11 and 12. These include QSA Authority Subjects, SAS and VET Courses. The delivery of this curriculum is within a tumbling timetable which fosters respect between various curricular areas.

Extra-Curricular Activities

As well as the timetabled curriculum, St Joseph's offers a range of sporting, cultural and academic extra-curricular activities in which students participate and complete a holistic education. These activities include a wide variety of sports, instrumental music programmes, choirs, choral and instrumental eisteddfods and mooting and debating teams. There are opportunities available for students to participate in extended tours/excursions associated with various Key Learning Area departments.



Social Climate

St Joseph's values the right of all its members to feel welcome, safe and valued. We have a strong pastoral care program based on a family model, with students grouped into four separate Houses with eight vertical pastoral care groups in each House. Students are challenged to support the College motto "Serve Him in Others" through charity and welfare programs organised through the College.

The College community supports its Anti Bullying Policy and Behaviour, Suspension and Exclusion Policy. Incidents of bullying are addressed as soon as they are apparent. Once the Pastoral Care teacher is informed, information is discussed with the relevant House Coordinator and the Assistant Principal – Student's. Strategies are implemented according to the procedures of the Anti Bullying Policy and the Behaviour, Suspension and Exclusion Policy.

Parental Involvement

Parents are encouraged to be active in their child's education through an active Parents and Friends group, parental membership on the College Board, as well as through the website, parent/teacher meetings, newsletters, homework, extended tours and the College calendars.

Staff Composition

Workforce Composition	Total Teaching Staff	Total Non-teaching Staff	Indigenous Staff
Headcounts	52	33	1
Full-time equivalents	49.83	25.29	0.2

Teacher Qualifications

Qualification	% of Teaching Staff
Doctoral / Post Doctoral	0
Masters	16.9
Bachelor Degree	66.1
Diploma	13.5
Certificate	.03

Professional Development

The focus for PD has been on Assessment and Reporting, Goal setting within departments, and awareness of the ramifications for Year 7 enrolments. Individual staff were again reminded that they need to keep records of their own PD as part of QCT registration requirements, totalling 30 hours.



The allocation within the global budget for PD is 1.25% of the total wages budget which equates to \$79732.00. This is then accessed by staff for Professional Developments through an application process to the College Leadership Team.

Average Staff Attendance

During 2012 staff average attendance was 97.97%

Staff Retention

For 2012 the retention rate for staff was 95.92%

Average Student Attendance Rate

For 2012 the average student attendance rate was 93.2%

Student Attendance for Each Year Level

Year 8	Year 9	Year 10	Year 11	Year 12
95.5%	93.5%	92.5%	92.1%	93.4%

Description of How Non-Attendance is Managed by the School

Absences which are noted by teaching staff at Roll Call are reported to the College Office. Office staff, using the noted contact numbers, contact parents using SMS/message software seeking a response explanation of the student's absence. Upon the first day of the student's return to school, a note is handed to a staff member who has daily contact with the individual students/family. The note is then kept in the student's file.

National Assessment Program Literacy and Numeracy (NAPLAN) Results

Year 9 Test Results (2012)				
	OUR SCHOOL AVERAGE	NATIONAL AVERAGE	STATE AVERAGE	Percentage of Students at or above the National Benchmark
Reading	584	574.5	566.6	97
Writing	567	553.3	539.2	87
Spelling	573	576.6	571.3	94
Grammar and Punctuation	581	572.8	569.5	95
Numeracy	589	584	574.6	96



Year 10-12 Apparent Retention Rates

Year	Year 10 Enrolment	Year	Year 12 Enrolment	Apparent Retention Rate %
2006	137	2008	116	84.7
2007	146	2009	135	92.5
2008	148	2010	133	89.9
2009	144	2011	138	91.0
2010	139	2012	127	91.4

Year 12 Outcomes

Number of students awarded a Senior Statement	127
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students awarded a Queensland Certificate of Education	114
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students awarded one or more VET qualifications	83
Number of students who are completing or completed a School-based Apprenticeship or Traineeship	33
Number of students who received an Overall Position (OP)	81
Percentage of students who received an OP 1 – 15 or IBD	77
Percentage of students who are completing or completed a School-based Apprenticeship or Traineeship or were awarded one or more of the following: QCE, IBD, VET qualification	98
Percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer	93

Value Added

This College continually monitors the individual academic performance of students and adjusts program delivery in accordance with this monitoring. The College is not selective with its student intake and this philosophy is reflected in the achievements across a range of academic outcomes. A Learning Support Centre exists at the College and serves well the wide variety of needs presented by students at the College.

Senior students are able to access School Based Apprenticeships, traineeships, TAFE and Vocational courses, as well as “Headstart” courses at USQ. These options provide students with a transition into further studies and/or the workplace environment.

Parent Satisfaction

The College is in a situation where total applications for enrolment each year exceed the places available in the annual intake of students. This obvious support from the community demonstrates the regard held for the present and past students, their families and the achievements by the College over an extended time period.

- **Subject:** *interviews/formal*

“Hi - can you please pass on the comments below to the appropriate people ! thanks:

a) *this way of booking interviews is fantastic - so easy, so smooth - yeah for technology and Joeys!*
b) *can you pass on (probably Mr) the comment (tho a little late) that the St Joseph’s formal was the best of three school formals (the other two not St Joseph’s) I have been to by far - food great, organisation great, kids amount of fun - Greeeat! Really, really, well done.”*



- *“We currently have a daughter enrolled there in grade 12 and we are extremely happy with the quality of education she is receiving, and wish to have our son go there too. He is currently enrolled at St. Thomas More's in grade 6.”*
- *Hello*
“Just wanted to say a big ‘thank you’ for giving of your time to provide the maths tutorial opportunity yesterday. Your generosity of time is much appreciated in the household.”

Outcomes for 2012 are officially released in September 2013.

A hardcopy of this report is available by request from the Principal.

