

2015 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 7-12	Fax	07 4631 8599
Enrolment	803	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 7 and 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 equity 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 programme, choirs, choral and instrumental eisteddfods, mootings and debating teams, science and

engineering competition. Tournament of Minds, National academic competitions: (English, Maths) and Reading Challenge.

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 nine vertical pastoral care groups in each House. Students are challenged to support the College motto "Serve Him in Others" through charity, social justice outreach and welfare programs organised through the College.

The College community supports an 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 – Students. Strategies are implemented according to the procedures of the Anti-Bullying Policy and of 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	61	42	2
Full-time equivalents	58	33.2	.5

Teacher Qualifications

Qualification	% of Teaching Staff
Doctoral / Post Doctoral	0%
Masters	18.1%
Bachelor Degree	67.2%
Diploma	13.1%
Certificate	1.6%



Professional Development

The focus for PD has been on Peer Mentoring and Goal setting by teachers within departments and awareness of the ramifications for New Year 7 enrolments. Individual staff members were again reminded that they need to keep records of their own PD as part of QCT registration requirements.

The allocation within the global budget for PD is a percentage of the total wages budget and equates to \$43,194.00 with STBLC funding available of \$63,300.00. This is then accessed by staff for Professional Developments through an application process to the College Leadership Team.

Average Staff Attendance

During 2015 staff average attendance was 95.56%.

Staff Retention

For 2015 the retention rate for staff was 98.1%.

Average Student Attendance Rate

For 2015 the average student attendance rate was 93.0%.

Student Attendance for Each Year Level [expressed as a percentage]

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
94	94	93	92	93	92

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 student/family. The note is then kept in the student's file.

School Financial Information

The information on net recurrent income including:

- Federal Government recurrent funding
- Queensland Government recurrent funding
- Fee, charges and parent contributions
- Other private resources

is available from: www.myschool.edu.au



National Assessment Program Literacy and Numeracy (NAPLAN) Results

Year 7 Test Results (2015)				
	OUR SCHOOL AVERAGE	NATIONAL AVERAGE	STATE AVERAGE	Percentage of Students at or above the National Benchmark
Reading	548	546.0	543.0	98
Writing	521	510.6	504.6	94
Spelling	546	546.7	544.3	94
Grammar and Punctuation	537	541.3	539.1	94
Numeracy	541	542.5	538.9	100
Year 9 Test Results (2015)				
	OUR SCHOOL AVERAGE	NATIONAL AVERAGE	STATE AVERAGE	Percentage of Students at or above the National Benchmark
Reading	589	580.2	572.2	97
Writing	539	546.5	537.6	82
Spelling	582	583.2	579.5	91
Grammar and Punctuation	575	567.9	565.9	93
Numeracy	593	591.7	584.7	99

Year 10-12 Apparent Retention Rates

Year	Year 10 Enrolment	Year	Year 12 Enrolment	Apparent Retention Rate %
2007	146	2009	135	92.5
2008	148	2010	133	89.9
2009	144	2011	138	91.0
2010	139	2012	127	91.4
2011	143	2013	139	97.2
2012	143	2014	132	92.3
2013	138	2015	126	91.3

Year 12 Outcomes for 2015

Number of students awarded a Senior Education Profile [SEP]	126
Number of students awarded a Queensland Certificate of Education [QCE]	115
Number of students awarded a Queensland Certificate of Individual Achievement [QCIA]	-
Number of students awarded one or more vocational education and training [VET] qualifications	71
Number of students who are completing or have completed a school-based apprenticeship or traineeship [SAT]	20



Number of students who received an Overall Position [OP]	89
Percentage of OP/IBD students who received an OP 1-15	78
Number of students awarded an International Baccalaureate Diploma [IBD]	-
Number of students who completed Year 12 and received a statement of results [Senior Statement] only	1
Percentage of students who were awarded at least one of the following: QCE, VET [including students who participated in a SAT], IBD	94%
Percentage of students who applied for and received an offer of a tertiary place through the Queensland Tertiary Admissions Centre [QTAC]	99%

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 academically 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.

Excellence in Catholic Education-School Renewal and Improvement Process

School Renewal and Improvement is an on-going process of self-evaluation measured against a commonly agreed set of criteria. It informs action planning at the College level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. This process provides an opportunity for each school to reflect on 4 Domain areas: Catholic Life and Religious Education; Learning and Teaching; Leadership for School Improvement; Strategic Resourcing. Each of these Domains has elements (24 in total) which are reviewed on a cyclical basis and plans for improvement developed if necessary.

In 2015, the elements reflected on, reviewed and strategically planned for were.

- 1.2 Religious Education
- 2.3 Pastoral Care and student Wellbeing
- 2.5 Pedagogical Practices, Assessing and Reporting
- 4.2 Staff Wellbeing

Parent Satisfaction

I'd like to say how encouraged I felt as I came away from the parent teacher interviews last Wednesday evening, having discussed [Student]'s progress, challenges and strategies to support him through his schooling with several of his teachers. Each teacher had an obvious liking and empathy for [Student] which was lovely to see as a parent. A huge thankyou to the school, in particular [Student]'s teachers, for having genuine interest in him and for trying different strategies to get the best out of him at school, it's wonderful to have you on the journey and to work together on my son's academic and social development.



We (my husband and I) would like to thank St Joseph's for welcoming, supporting and assisting our family during our short time in Toowoomba. Changing states was a huge adjustment for [Student] and we have been so thankful to have had St Joseph's help with that adjustment. Life is that little bit easier when your child is happy to go to school. We would like to make a special mention to [Teacher] (constantly reviewing [Student]'s eye developments), [Teacher] ([Student]'s PC teacher) and [Teacher] (who spoke to [Student] in our recent Parent interviews) for their support with [Student]. These teachers have gone above and beyond their job descriptions to ensure [Student] does her best at school.

On behalf of [Parents] and [Student] we would like to thank the staff of SJC for the care and concern shown to [Student] during my recent illness. We were very appreciative of this as it was a hard decision to leave [Student] in Toowoomba whilst I underwent lifesaving surgery in Brisbane, but we wanted her to maintain as much normality as possible. I know that [Student] found it comforting to have staff members asking how she was coping and to ask how I was. Thank you to everyone who inquired how [Student] was going, for the extension on assignments and for those teachers who understood if work was not completed whilst she was visiting us in Brisbane. Thank you to the hospitality department who sent meals, slices and snacks home with [Student] as this made our transition home much easier and it certainly took the pressure off in the early stages of my illness. My recovery has been slow and steady, but will be 100%. I will be returning to my position at St [School] Primary next term and I am looking forward to this challenge. It has been very comforting knowing that the school has taken an interest in our ordeal and that [Student] has been well taken care of by the staff of SJC. Once again thank you for everything and we look forward to our association with SJC for the next 18 months.



NEXT STEP 2016 DESTINATIONS OF 2015 YEAR 12s St Joseph's College - Toowoomba



Introduction

This page presents a summary of results of the annual *Next Step* survey for St Joseph's College - Toowoomba. The *Next Step* survey, undertaken by the Queensland Government, targets all students who completed Year 12 and gained a Senior Statement in 2015, whether they attended a state, Catholic or independent school, or a TAFE secondary college. The Queensland Government Statistician's Office conducted the survey between March and June 2016, approximately six months after the young people left school. Responses were collected online and via computer-assisted telephone interviewing.

Statewide and regional reports from the *Next Step* survey will be available on the *Next Step* website in September 2016 at www.education.qld.gov.au/nextstep.

Response rate for St Joseph's College - Toowoomba

Table 1 below reports the response rate for St Joseph's College - Toowoomba. It expresses the number of respondents from this school, as a percentage of all Year 12 completers who attended St Joseph's College - Toowoomba in 2015.

It has not been possible to ascertain how representative these responses are of all Year 12 completers from this school.

Table 1: Survey response rate, St Joseph's College - Toowoomba 2016

Number of respondents	Number of students who completed Year 12	Response rate (%)
81	126	64.3

Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Year 12 completers who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at www.education.qld.gov.au/nextstep.

Summary of findings

In 2016, 65.4% of young people who completed Year 12 at St Joseph's College - Toowoomba in 2015 continued in some recognised form of education and training in the year after they left school.

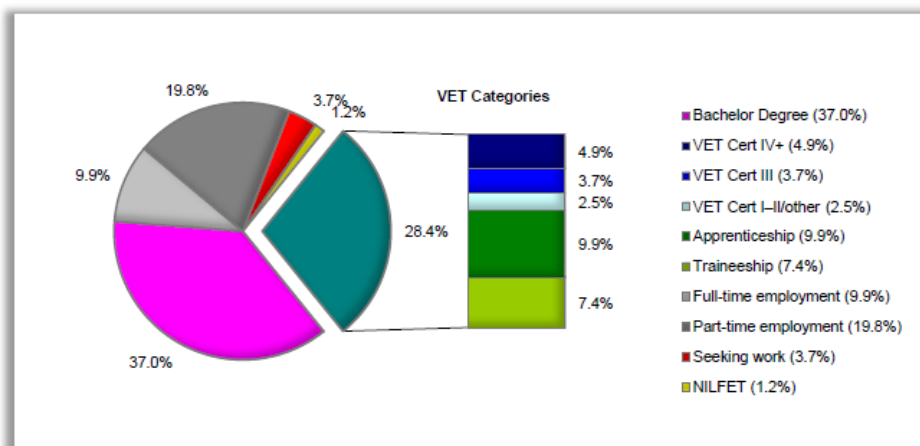
The most common study destination was Bachelor Degree (37.0%). The combined VET study destinations accounted for 28.4% of respondents, including 11.1% in campus-based VET programs, with 4.9% of Year 12 completers entering programs at Certificate IV level or higher.

17.3% commenced employment-based training, either as an apprentice (9.9%) or trainee (7.4%).

In addition to the above study destinations, a further 17.3% of respondents from this school deferred a tertiary offer in 2016 (deferrers are included in their current destination).

34.6% did not enter post-school education or training, and were either employed (29.6%), seeking work (3.7%) or not in the labour force, education or training (1.2%).

Figure 1: Main destination of Year 12 completers, St Joseph's College - Toowoomba 2016



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

