



2016 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	819	Email	office@sjc.qld.edu.au
Principal	Mr Peter Keightley	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 as per ACARA and Religious Education documents for Year 7 and Year 8 for the 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 Queensland 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 program, choirs, choral and instrumental eisteddfods, mooted and debating teams, science and

engineering competition. Tournament of Minds, National academic competitions: (English, Mathematics) 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 organized 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 the Parents and Friends group (P&F), 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	59	40	2
Full-time equivalents	57.4	31.7	.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 \$33,856.00 with STBLC funding available of \$65,008.00. This is then accessed by staff for Professional Developments through an application process to the College Leadership Team.

Average Staff Attendance

95.69%

Staff Retention

87.06%

Average Student Attendance Rate

92.17%

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

Year 7	Year 8	Year 9	Year 10	Year11	Year 12
92.3	92.9	91.8	91.3	91.9	92.8

Description of How Non-Attendance is Managed by the School

Rolls are marked at the beginning of the day and at each lesson. 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. Should absences become an issues, a meeting with the pastoral care deputy is arranged to discuss the matter.

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				
	OUR SCHOOL AVERAGE	NATIONAL AVERAGE	STATE AVERAGE	Percentage of Students at or above the National Benchmark
Reading	544		539	96
Writing	505		502	92
Spelling	544		540	97
Grammar and Punctuation	542		538	98
Numeracy	554		546	98
Year 9 Test Results (2016)				
	OUR SCHOOL AVERAGE	NATIONAL AVERAGE	STATE AVERAGE	Percentage of Students at or above the National Benchmark
Reading	581		576	94
Writing	527		534	80
Spelling	570		574	84
Grammar and Punctuation	563		569	87
Numeracy	580		582	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
2014	143	2016	137	95.8

Year 12 Outcomes for 2016

Number of students awarded a Senior Education Profile [SEP]	137
Number of students awarded a Queensland Certificate of Education [QCE]	130
Number of students awarded a Queensland Certificate of Individual Achievement [QCIA]	-
Number of students awarded one or more vocational education and training [VET] Qualifications	84
Number of students who are completing or have completed a school-based apprenticeship or traineeship [SAT]	16



Number of students who received an Overall Position [OP]	96
Percentage of OP/IBD students who received an OP 1-15	81
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	99%
Percentage of students who applied for and received an offer of a tertiary place through the Queensland Tertiary Admissions Centre [QTAC]	97%

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 can 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.

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 known as Excellence in Catholic Education (EiCE). 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 the four domains of Catholic Life and Religious Education, Learning and Teaching, Leadership for School Improvement and Strategic Resourcing. Each of these domains has components (24 in total) which are reviewed on a cyclical basis and plans for improvement developed if necessary in the Annual Action Plan.

In 2016, 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

Each year Toowoomba Catholic Schools Office conducts a survey to measure parent satisfaction. This survey, badged as RADII, aligns with the school improvement process EiCE, and gathers parent feedback around the four domains noted above. 2016 parent feedback indicated that satisfaction with the Catholic Identity, the teaching and learning and the resourcing of the College was high. The following comments from the survey indicate this:



I attended the 60th Anniversary celebrations on the weekend and would just like to congratulate you on a great day. The Mass was an inspiring way to start the day and it was great to tour the school to see the incredible advancements in the facility. I was part of the first grade 12 group to go through the school and some of my old school mates and I were taken on a tour by a young man named from year 9. This young man was an absolute credit to the school and the job he did is something that you and the school can be very proud of. To see his ability to interact with the group and the joy the tour brought to Br Fogarty's face was a highlight. As an employer, I would employ him tomorrow

I wanted to take moment to thank you and the staff at the school for the opportunity last night to meet the teachers in year 7. I really enjoyed the night and it was wonderful to put names to all the faces for’s teachers. Thank you again.

At the end of this year, I will have taught for 30 years, and yesterday at sport I witnessed a ‘top 10 teaching moment’. I was looking after a Year 7/8 Futsal team, playing against Prep. We lost by 1 point but we should have won by several. There were a number of easy goal opportunities, but rather than score, St Joeys boys passed the ball to so that he could score. He didn't actually score, but it was pretty clear that the key aim of the team was to have feel pretty good about himself. It was wonderful to see this level of kindness.

I am writing to inform you that will be finishing school at St Joseph's College at the end of term as we are moving to Brisbane. Please accept our sincerest gratitude for everything St Joseph's has done for our daughters. We have watched them grow immensely over the last four years into confident young ladies with a level of which is fantastic for us to see. We are immensely proud of our girls and St Joseph's has played a major part in their development. Thank you! As a Defence member, it is vitally important our children settle quickly. Your teachers and staff enabled a quick transition for And we look forward to highly recommending St Joseph's to Defence members who move to the Toowoomba area in the future. We wish you and St Joseph's all the best in the future.

POST-SCHOOL DESTINATIONS

These will be updated in September 2017 when the data becomes available.

A hard copy of this report is available by request from the Principal



NEXT STEP 2017

DESTINATIONS OF 2016 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 2016, 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 2017, 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 2017 *Next Step* survey will be available on the *Next Step* website from September 2017 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 2016.

Due to the low response rate, these results should be interpreted and used with caution.

Table 1: Survey response rate, St Joseph's College - Toowoomba 2017

Number of respondents	Number of students who completed Year 12	Response rate (%)
66	137	48.2

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 2017, 65.2% of young people who completed Year 12 at St Joseph's College - Toowoomba in 2016 continued in some recognised form of education and training in the year after they left school.

The most common study destination was Bachelor Degree (45.5%). The combined VET study destinations accounted for 19.7% of respondents, including 9.1% in campus-based VET programs, with 1.5% of Year 12 completers entering programs at Certificate IV level or higher.

10.6% commenced employment-based training, either as an apprentice (6.1%) or trainee (4.5%).

In addition to the above study destinations, a further 16.7% of respondents from this school deferred a tertiary offer in 2017 (deferrers are included in their current destination).

34.8% did not enter post-school education or training, and were either employed (31.8%) or seeking work (3.0%).

Figure 1: Main destination of Year 12 completers, St Joseph's College - Toowoomba 2017

