

Annual School Report

2021 School Year

St Joseph's Regional College, Port Macquarie



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About this report

St Joseph's Regional College is registered by the NSW Education Standards Authority (NESA) and managed by the Diocese of Lismore Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual Report to the Parish School Community* for this year provides the parish school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The *Report* also outlines to the parish school community information about initiatives and developments of major interest and importance and the achievements arising from the implementation of the School Improvement Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office (CSO). This *Report* has been approved by the CSO which monitors school processes to ensure compliance with all NESA requirements for Registration.

This *Report* complements and is supplementary to school newsletters, yearbooks and other regular communications. The *Report* must be available on the school's website by 30 June 2022 following its submission to NESA.

The contents of this *Report* may be tabled for discussion at various parent forums and all information is public.

Further information about the school or this *Report* may be obtained by contacting the school on 02 5525 4100 or by visiting the website at www.pmgclism.catholic.edu.au.



1.0 Messages

1.1 Principal's Message

The primary purpose of St Joseph's Regional College is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. St Joseph's Regional College offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school continued to provide many opportunities for the students to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school's mission was lived out daily in the life of the school.

The students' achievements and accomplishments were showcased throughout 2021. Student work was proudly displayed in classrooms, on school noticeboards and in the school office. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St Joseph's Regional College has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2021 the school:

- Held a targeted girls' STEM program in Years 7 and 8 as an immersion program to facilitate a pathway into Stage 5 STEM subjects and higher-level mathematics.
- Entered teams of students from Years 7 to 11 into the da Vinci Decathlon to problem-solve specific challenges across 10 disciplines.
- Achieved excellent results from students who entered the Science and Engineering Challenge.
- Achieved numerous distinction and credit results from Year 10 students who participated in the History Competition.
- Had 30 Year 10 students participate in a Young Entrepreneur Program titled YHQ. The 10 week program involved the use of external business consultants and culminated in a problem-solving pitch-based activity.

There were many opportunities throughout the year for our school to be represented at community and cultural events. The following list provides an indication of the school's cultural program and community involvement. In 2021 the school:

- Participated in a Beanies for Brain Cancer fundraiser and R U OK? Day.
- Held National Reconciliation Week activities and constructed a Yarning Circle with assistance from the local Aboriginal community. Upon completion, a Welcome to Country and Smoking Ceremony was held. Indigenous boys' and girls' groups met and participated in weekly traditional Indigenous activities.
- Participated in inter-school Debating and Public Speaking, Kids' Lit Quiz Australia and Zoom opportunities such as the online Jewish Museum excursion.
- Had a Year 10 student's artwork selected as a finalist in the University of New England Acquisitive Art Prize, resulting in an invitation for the student to attend the opening exhibition of 'Let's Hang it!' at the University of New England.
- Established a primary school band program, in conjunction with the school music tutors, at St Joseph's Primary Schools at Wauchope and Port Macquarie to help prepare music students for their transition to high school.
- Achieved 1st place for the fourth year in a row, when St Agnes' Parish Secondary Schools Drumline performed at the National Percussion Eisteddfod via Zoom.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2021:



- The school hosted a very successful Swimming Carnival that was won by Macquarie House. Macquarie House also won the Cross Country and Wilson House was the winner of the Athletics Carnival.
- A number of students represented the school at Diocesan level in various sports and a number of students were selected to represent the Lismore Diocese at state level.
- The school hosted a lunchtime volleyball competition during Term 2. The Personal Development, Health and Physical Education (PDHPE) staff team was successful in defending their title.
- A Year 12 student received an NSWCCC Blue Award for swimming.
- A number of sports competitions, including rugby league, soccer and netball were held in a limited capacity at local and Diocesan level before COVID-19 restrictions came into place.

There were many people who assisted in the school's quest for excellence. In particular, special thanks are extended to the parent body and the school staff for all their generous efforts. St Joseph's Regional College is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Tanya Daley
Principal

1.2 A Parent Message

The key to the success of the Parent Consultative Committee (PCC) is in its name. It is a representative body that works in close consultation with the St Agnes' Parish Secondary Schools (SAPSS) Leadership Team and the Parent Assembly.

The PCC is a reference group, an advisory body and a sounding board for all manner of issues relating to the education of our children. The committee consists of parent representatives from each of the secondary schools (MacKillop College, St Joseph's Regional College and Newman Senior Technical College), along with the Principals of each school and the Regional Services Leader for the Hastings, Mr Stephen Pares.

The PCC is a forum that offers its members the chance to 'stay in touch' with happenings across the secondary schools.

At its regular meetings, the PCC is updated on a range of initiatives undertaken across the parish schools, and Principals have sought the parent perspective on a host of issues, ranging from fundraising projects to a revamp of weekly newsletters.

We witnessed, over the last 12 to 24 months, our schools being required to adapt to a very challenging environment as COVID-19 lockdowns and concerns shifted the way in which schools operated. This required an inordinate amount of flexibility, innovation, and plain hard work. As the pressures across the community to cope with significant change grew, the schools ensured that learning was able to continue whilst providing opportunities for success for all students.

Throughout the year, the parent representatives were kept informed of and discussed issues such as:

- Enrolment Information evenings.
- LitFest.
- Spring into Summer.
- Cyberwell Conference.
- Availability of EFTPOS in schools.
- Proposed review of student IT devices.

They were also introduced to new initiatives such as the Creative and Performing Arts Project, and NoTosh projects undertaken through the schools with a view to developing innovation and design



thinking in our education processes. The Committee was also involved as part of the Parish Schools' Uniform Review, which resulted in new uniforms for both primary and secondary schools.

We are very fortunate that parental involvement such as this is sought by the SAPSS Leadership Team and acted upon. This further demonstrates the value of a body such as the PCC.

You can be assured that the PCC will continue to advocate, engage, facilitate, plan and achieve on behalf of students, families and the broader school community.

I would encourage parents who wish to contribute ideas, discuss concerns or provide feedback on any issue relating to our secondary schools to please contact our Leadership Team, Regional Services Leader, Stephen Pares, or the current Chair of the Parent Consultative Committee, Jackie Martinson.

Mrs Milva Wheate

Chair

St Agnes' Parish Secondary Schools Parent Consultative Committee - 2021

2.0 This Catholic School

2.1 The School Community

St Joseph's Regional College is located in Port Macquarie and is part of the St Agnes' Parish which serves the communities of Port Macquarie, Wauchope, Bonny Hills, Laurieton and Telegraph Point, from which the school families are drawn.

Last year the school celebrated 51 years of Catholic education.

The parish priest Fr Paul Gooley is involved in the life of the school.

St Joseph's Regional College is a parish school with strong links to the parish family. The school aims to involve the children and their families in the life of the parish through activities such as:

- Digital Ministry - Created by the Youth Ministry Officers (YMOs), who posted content including prayers, music, podcasts and meditation activities which went out parents and students through links in the school newsletter during lockdown.
- Digital alternative to Encounter - The YMOs worked with other YMOs in the parish to provide ministry to the youth of the parish in a digital alternative to Encounter via Zoom meetings.
- Journey into the Catholic Faith - A number of students participated in the program offered by the parish via Zoom.
- Year 5 Retreat - Year 9 Youth Ministry classes supported Year 5 students from St Joseph's Primary School by running leadership development activities at the school during their Year 5 Retreat.
- Youth Mass - Students and staff regularly supported the 5.00pm Youth Mass at St Agnes' Catholic Church in music, reading and hospitality early in the year before lockdown due to COVID-19.
- Volunteering in the parish - Staff members volunteered by driving the bus and picking up numerous parishioners to facilitate their attendance at Mass.

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text "To Know, Worship & Love". Catholic life and culture permeate school life with two and a half hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school's prayer life. The aims and direction of our parish school are guided by *The Mission of Jesus Christ Foundational Values Catholic Education in the Diocese of Lismore*. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate



the essence of this statement into all aspects of school life. Religious Education is given priority in our school and classroom curriculum and planning.

The parish school Mission Statement highlights the nature and calling of the school.

2.2 School Enrolment

St Joseph's Regional College caters for children from Years 7 to 12. The following table indicates the student enrolment characteristics:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	TOTAL 2021	TOTAL 2020
Male	102	99	107	93	48	43	492	497
Female	97	118	108	95	42	61	521	503
Indigenous *	20	17	26	15	7	7	92	89
EALD *	0	0	1	0	0	6	7	19

** count included in first two rows*

NB: EALD refers to students who have English as an Additional Language or Dialect.

2.3 Student Attendance

In order for students to reach their full potential, it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, staff monitor attendance each day as a part of their duty of care. The class roll is marked every day and rolls are checked each week by the principal or their delegate.

The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, SMS message or email to the school, preferably on the first day of absence, and certainly within seven days.

The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the principal to discuss the leave request.

The average student attendance rate for the school during 2021 is shown in the following table.

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	All Years
90.9%	88.3%	88.5%	89.1%	91.9%	93.9%	89.8%

2.4 Teacher Standards and Professional Learning

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Lismore is a four year teaching degree. Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocese at these levels is as follows: Conditional 57 teacher(s); Provisional 44 teacher(s); Proficient 1486 teacher(s); Highly Accomplished 1 teacher(s); Lead 1 teacher(s). Teacher status at individual schools can be sourced directly from the School.



At this school there are 93 teacher(s) accredited with NESAs, 41 teacher(s) with recognised qualifications to teach Religious Education, 3 Indigenous staff and 51 non-teaching staff.

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 95.0%. This figure is provided to the school by the CSO.

There were no significant staffing changes last year.

2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community.

The school models and teaches students about respect and responsibility in a number of ways:

- Emphasis throughout the year on our St Agnes' Parish Secondary Schools theme 'Commitment'. In this regard, the many values that incorporate the sense of Commitment were continually referred to and drawn upon in the school setting.
- Embedding Positive Education practices into the school's culture. In addition to the existing programs, one lesson of Positive Education was continued into the Year 7 learning cycle and one lesson was introduced for Year 8. The focus continued to be devoted to "Character Strengths", "Respect for Self and Others" and "Resilience".
- Creating relationships and connections with members of the local Indigenous community. The construction of the Yarning Circle at the school reflects this.
- Strengthening links to the parish community by Catholic Schools Youth Ministry Australia (CSYMA) classes working with our Catholic feeder primary schools, when allowed due to COVID-19 restrictions.
- Continuing to implement the boys' and girls' intervention program, PROSPER. The program targeted Year 9 boys and Years 7 to 10 girls with a focus on respect for self and others and Positive Education principles.
- The school counsellor facilitated the Seasons for Growth and Cookkids programs with targeted students.
- School staff members participated in Restorative Practices Professional Development to allow them to continue to implement these practices.
- The school continued with its ongoing Catholic Worldview permeation in Key Learning Areas.
- Implementing a common Learning Framework with a Ready Routine, Learning Cycle and Wrap up Routine has led to a greater understanding of the need for respect and responsibility in establishing a positive learning environment.
- The annual Bullying Survey was alerted to reflect a wellbeing focus.

2.7 Parent, Student and Teacher Satisfaction

The school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. The school understands the importance of regularly reviewing approval and satisfaction levels. Last year the following formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures.

- In 2021, the school participated in the School Review and Improvement (SRI) process, supervised and supported by the Catholic Schools Office. SRI offers the school the opportunity to review all aspects of school life and plan ahead for the next five years. During SRI, a number of staff, parent



and student surveys, and open meetings were conducted to gauge the opinion of all members of the school community.

- Students, staff and parents gave feedback via a survey on the Positive Partnership Conversations held at the commencement of the school year with Pastoral Care teachers, Years 7 and 11 students, new students and parents. Positive feedback was received and the initiative will continue in 2022.
- Parents also gave feedback via a survey regarding communication methods from the school. Due to this feedback, fortnightly distribution of the newsletter will be introduced in 2022.
- Students, staff and parents were surveyed at various stages throughout Blended Learning to determine engagement and wellbeing. Some students and families required follow up by staff as a result.
- School staff members were surveyed regarding aspects of the School Improvement process.

3.0 Teaching and Learning

3.1 School Curriculum

The school provides a comprehensive educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Secondary Education. Students study NESA mandated and approved courses leading towards the Higher School Certificate (HSC) and/or Record of School Achievement (RoSA) Award. The school offers 33 Higher School Certificate (HSC) Courses and 4 Extension Courses.

The parish secondary school's curriculum includes the following features:

- A comprehensive Learning Support and Enrichment program is offered, catering for those students with identified learning difficulties as well as students who are targeted for specific extension programs.
- Targeted Literacy and Numeracy programs implemented in all Key Learning Areas, created using NAPLAN data.
- The roll-out of Netbooks with Years 7 to 9. Year 10 are in the last year of the iPad and Years 11 and 12 are using Netbooks.
- Hospitality continues to be offered as a Vocational Education and Training (VET) course and students also access online and distance education courses as part of their pattern of study in Stage 6. There is also a provision for a student in Year 10 to discontinue an elective and take up a Stage 6 course.

At St Joseph's Regional College, we seek to develop in our students the skills that will enable them to be critical collaborative thinkers and experience a range of rich curriculum experiences. This pedagogy focus underpins the curriculum model across the school. Students are offered multiple enrichment opportunities including da Vinci Decathlon, Tournament of the Minds and University programs. Students have access to a homework hub after school four days a week and staff run tutorial activities in Stage 6 in a range of subjects. An intensive enrichment opportunity is provided to Year 10 students based on the 'shark tank' model where 'young entrepreneurs' are provided with a challenge to foster their critical and creative thinking skills.

The parish secondary school offers a strong co-curricular program including student participation in:

- Christmas hamper preparation for parishioners and school families in need. Students assisted with the distribution of these hampers in a COVID-19 safe manner during Advent.
- Concert Band, Jazz Band, Guitar Ensemble, Marching Band, Choir and Drumline weekly rehearsals as permitted with COVID-19 restrictions.
- LEAD, Transitus, KAIROS, Street Retreat in Brisbane and Street Retreat in Port Macquarie during Homelessness Week.



- Youth Ministry, where students from Year 9 supported St Joseph's Primary Schools in Laurieton, Port Macquarie and Wauchope in Junior Ministry events in Years 4, 5 and 6. Those students who attended SHINE and the Youth Ministry events will form the core of the Year 10 Youth Ministry class in 2022.
- SHINE Gathering for Year 9 students at school and the Catch the Wave Retreat for Year 8 over three weeks in the school Chapel in Term 3.

3.2 Student Performance in National Testing Programs

3.2.1 NAPLAN

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 7 and 9 tested. In Year 7, 198 students presented for the tests while in Year 9 there were 212 students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

In both Year 7 and Year 9 there are six achievement bands with Band 9 being the highest level of attainment in Year 7 and Band 10 the highest in Year 9.

The following data indicates the percentage of St Joseph's Regional College students in each band compared to the State percentage. Please note that due to the possible rounding up or down of numbers or students who achieved results outside of these bands the total percentage figure may not be 100%.

**Year 7 NAPLAN Results in Literacy and Numeracy
Percentage of students in Bands 4 to 9**

BAND	9		8		7		6		5		4	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	10.0	4.1	21.0	19.3	27.0	26.4	25.0	35.0	12.0	13.2	5.0	1.5
Writing	5.0	3.6	19.0	15.5	25.0	25.9	27.0	35.6	15.0	12.9	4.0	3.6
Spelling	12.0	4.7	23.0	19.7	32.0	34.2	18.0	25.9	9.0	12.4	4.0	2.1
Grammar and Punctuation	11.0	2.6	18.0	13.5	22.0	29.0	26.0	31.1	12.0	14.5	6.0	4.1
Numeracy	14.0	7.3	19.0	22.5	26.0	28.3	21.0	28.3	11.0	9.9	4.0	3.1

**Year 9 NAPLAN Results in Literacy and Numeracy
Percentage of students in Bands 5 to 10**

BAND	10		9		8		7		6		5	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	8.0	5.7	18.0	14.3	26.0	27.6	25.0	31.0	15.0	15.2	7.0	4.9
Writing	5.0	1.4	10.0	7.2	27.0	29.8	25.0	27.9	20.0	22.1	9.0	10.1
Spelling	7.0	1.0	19.0	10.2	31.0	28.8	23.0	40.0	13.0	16.1	6.0	3.9
Grammar and Punctuation	9.0	5.9	15.0	9.8	27.0	25.4	24.0	31.7	15.0	19.0	8.0	6.3
Numeracy	11.0	6.0	15.0	13.5	29.0	35.5	28.0	30.0	14.0	14.5	3.0	0.5

As can be seen from the table, our Years 7 and 9 cohorts are above the State Average in Band 8 in Numeracy and Writing in Band 10. Our Year 9 cohort is only marginally behind the state in Numeracy and Reading. This improvement is due to our mathematics faculty's goal of improving problem-solving skills.

A program has been implemented to improve our writing, grammar and punctuation within the school.

3.2.2 Higher School Certificate

The Commonwealth Government has set minimum acceptable standards for Reading, Writing and Numeracy at particular ages. From 2020 all Year 12 students must reach a minimum standard of literacy and numeracy to receive the HSC. Students can demonstrate they have met the minimum standard by completing online tests in Reading, Writing and Numeracy from Year 10 until a few years after Year 12.

At St Joseph's Regional College, school and student performance are closely monitored. The Higher School Certificate is one means of gathering data on individual student and school achievement. School staff members have participated in Catholic Schools Office information sessions on Data Analysis workshops.

The results of the school's Higher School Certificate candidature are reported below. The table provided shows the percentage of students who achieved in the top three bands and shows a comparison with results from previous years.

Higher School Certificate: Percentage of students in Bands 4, 5, 6

	2019		2020		2021	
	School	State	School	State	School	State
Studies of Religion 1	57%	79%	71%	58%	45%	69%
English Standard	80%	52%	88%	69%	82%	58%
English Advanced	100%	92%	100%	97%	100%	94%
Mathematics Standard 2	49%	56%	84%	53%	79%	51%
Mathematics	78%	79%	100%	68%	77%	69%

The 2021 HSC results continued the strong growth achieved in 2020. There was significant learning gain across the cohort and the majority of subjects achieved both strong learning gains and also a mean score above the state average. Detailed analysis of both DeCourcy data and RAP analysis clearly showed the areas of strength and continued areas to focus on. Over 50% of all results were Band 5 or 6 and the number of students achieving multiple Band 6 and high Band 5 results were reflected in the large number of students achieving ATAR scores above 85.00.

The overall strength of our results reflected the flexibility of the school to the challenges of 2021 and the specific initiatives that were implemented to support students, including:

- Homework/study support program after school.
- Tutorial and subject specific programs after hours.
- Flexibility around the post trial period.

Additional HSC Subjects:

- Mathematics Extension 1 10.67% above State Average.
- 2 unit Mathematics Standard 8.47% above State Average.
- 2 unit Music 1 8.12% above State Average.
- 2 unit Modern History 7.19% above State Average.
- 2 unit Community and Family Studies 6.95% above State Average.
- 2 unit Chemistry 5.96% above State Average.
- 2 unit Personal Development, Health and Physical Education (PDHPE) 5.9% above State Average.

3.2.3 Senior Secondary School Outcomes

The table below sets out the percentage of students undertaking vocational education training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualification).

Senior Secondary Outcomes Year 12, 2021

% of students undertaking vocational training or training in a trade during the senior years of schooling.	15%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

The school continues to operate a pathway where all students are able to attain an ATAR. As part of the academic pathway, all students are able to complete one category B subject which currently is Hospitality. We have offered English Studies and Catholic Studies, but students have not elected to exercise these choices.

3.2.4 Post School Destinations

Destination data is required to be collected by all schools for students beyond the compulsory years of schooling. This table is an easy way to represent the figures ensuring school and system compliance with this Federal requirement.

Each year the school collects destination data relating to the Year 12 student cohort. The table below sets out the percentage of students for the various categories shown.

Destination Data Year 12, 2021 Graduating Class

University	TAFE / Other institutions	Workforce entry	Destination not reported
85%	5%	10%	0%

3.3 Teacher Professional Learning

All teachers have been involved in professional learning activities during the year. These activities are designed to develop the professional skills and understandings of staff so as to improve student outcomes. Professional development can take many forms including whole-staff development days, subject specific in-services, meetings and conferences.

Whole staff development day professional learning activities in 2021 were:

Staff Professional Learning Activity	Date	Presenter
SRI, Child Protection	22/02/2021	Christine Harmer, Kylea Lane
NCCD	19/04/2021	Kara Collyer
Proclaim	17/05/2021	CSO
Wellbeing	12/07/2021	Tanya Daley
Staff Spirituality	01/04/2021	Timo Gobius, Tanya Daley

Curriculum - Literacy and Numeracy	05/10/2021	Ian Lutton, Anne Marchment, LOL
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Additionally, staff attended either singly or in groups a range of professional development opportunities including:

Activity	Staff numbers	Presenter
Ignite The Spark 2021: Developing Talent	1	Dr Susen Smith
CSO Administration Day	2	Hayley Youngberry, Ray Fairweather, Rachel Kearey, Shawn Hore
Bigger Better Brains	3	Dr Anita Collins
Pastoral Care Leaders - Tough Conversations	3	Karen Evans
AWTL Retreat 2 Year B	2	Martin Scroope, Joan Lancaster
ETA Perspectives on Writing	2	Professor Richard Andrews, Professor Debra Myhill
NSW Marine Teachers Conference	2	Ron Hunter
EMU Inservice	1	Jo Hall, Cynthia Nosworthy
Aboriginal Education Workshop and Meeting	2	Danny Rankin, Doreen Flanders

The professional learning expenditure has been calculated at \$3487 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.

4.0 School Policies

4.1 Enrolment Policy

Parish schools were established as places of educational excellence and places that transmit the faith, in the mission entrusted to the Church by our Lord Jesus Christ. They form part of a tradition of Catholic education provided by religious and lay teachers in the Diocese of Lismore for over 150 years. They also fulfil parents' rights to choose the schooling for their children which reflects their own faith, values, beliefs and hopes. Catholic schools have a particular responsibility to provide a Catholic religious education to children baptised in the Catholic faith and to support parents in honouring the commitments that they made on behalf of their children at baptism. The Catholic school is also "open to all who want to share its educational and faith goals inspired by Christian principles" (Congregatio de Institutione Catholica 2009). Most importantly, there is a special place in parish schools for those with the greatest need, especially in areas of lesser educational options or lower socio economic circumstances, and efforts should be made to encourage such enrolments, within the vision of the Bishop of Lismore for the poor.

Every new enrolment at St Joseph's Regional College requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations.

The school's Enrolment Policy explains the parish enrolment guidelines. A copy of the enrolment policy is located in the school office or it can be accessed on the school's website. There were changes to this policy this year. [Click here for Enrolment Policy](#).



4.2 Pastoral Care Policy

The school's Pastoral Care and Wellbeing Policy is based on the principles of restorative justice and procedural fairness. The policy reflects the vision and mission of the Catholic Church and is characterised by safety, trust and mutual respect. To live out this policy, the school has adopted various programs aimed at helping students value themselves and experience wellbeing. These include programs focussing on self-esteem, social relationships, moral development, vocational awareness, sexuality, anti-bullying, drug awareness, health and personal safety. The school's pastoral care program has been developed in consultation with staff, parents and students and is available on the school's website. There have been no changes to this policy this year.

4.3 Discipline Policy

The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

The school's Student Management and Discipline Policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. Students are required to abide by the school rules and to follow the directions of teachers and other people with delegated authority. Where disciplinary action is required, any penalty imposed will vary according to the nature of the breach and/or the student's prior behaviour. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters. Relevant sections of the policy are also published in the student diary, and it is available on the school's website. There have been changes to this policy this year.

4.4 Anti-Bullying Policy

The school's Anti Bullying Policy fosters a cohesive approach to the issue of bullying and includes specific initiatives that are designed to promote pastoral care, wellbeing and safe school communities. This policy covers the bullying of students with disabilities. Disabled children and young people need to know they have the right to be safe from bullying, what bullying is, how to keep safe and what to do if adults do not do enough to stop the bullying. The dignity of the human person is the foundation of all Catholic social teaching and intrinsic to our education ministry. There have been changes to this policy this year and it is available on the school's website.

4.5 Complaints and Grievance Policy

The school's Concerns Complaints and Grievance Policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly, and confidentiality is always maintained. There have been no changes to this policy this year and it is available on the school's website.

5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2021 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2022
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<p>Mission of Jesus Christ Due to the COVID-19 disruption in 2020 and 2021, our school goals and improvement targets remained the same for 2021 and will also remain for 2022 to authentically allow us the time to achieve our goals.</p> <p>Our goal, "For students to authentically experience, value and embrace the Mission of Jesus Christ" was implemented in 2021.</p> <p>The two outcomes to measure the goal: "Students to participate in Service as a response to community needs" and "Students to engage in Religious Education using the RENEW framework" were actioned and will continue to be implemented in 2022.</p>	<p>Mission of Jesus Christ The 2021 goal, "For students to authentically experience, value and embrace the Mission of Jesus Christ" will continue to be implemented in 2022.</p> <p>The two outcomes to measure the goal: "Students to participate in Service as a response to community needs" and "Students to engage in Religious Education using the RENEW framework" will continue to be implemented in 2022, building on the work that commenced in 2021.</p>
<p>Learning and Teaching Our goal, "For students to take ownership of their learning by becoming active, independent and reflective learners" was implemented in 2021.</p> <p>The two outcomes to measure this goal: "Students value and develop their Literacy and Numeracy skills through specific strategies" and "Students embrace learning experiences that motivate, challenge and enable them to become active, independent and reflective learners" were actioned and will continue to be implemented in 2022.</p>	<p>Learning and Teaching The 2021 goal, "For students to take ownership of their learning by becoming active, independent and reflective learners" will continue to be implemented in 2022.</p> <p>The two outcomes to measure the goal: "Students value and develop their Literacy and Numeracy skills through specific strategies" and "Students embrace learning experiences that motivate, challenge and enable them to become active, independent and reflective learners" will continue to be implemented in 2022, building on the work that commenced in 2021.</p>
<p>Pastoral Care Our goal, "For students to journey toward wholeness in a Christ-centred learning community that promotes authentic and respectful relationships" was implemented in 2021.</p> <p>The two outcomes to measure this goal: "Students partner with staff and parents to create a community in which positive relationships flourish" and "Students to experience a deeper sense of belonging and develop a greater level of wellbeing" were actioned and will continue to be implemented in 2022.</p>	<p>Pastoral Care The 2021 goal, "For students to journey toward wholeness in a Christ-centred learning community that promotes authentic and respectful relationships" will continue to be implemented in 2022.</p> <p>The two outcomes to measure the goal: "Students partner with staff and parents to create a community in which positive relationships flourish" and "Students to experience a deeper sense of belonging and develop a greater level of wellbeing" will continue to be implemented in 2022, building on the work that commenced in 2021.</p>
<p>Leadership No data entered for 2021.</p>	<p>Leadership No data entered for 2022.</p>
<p>Family School Partnership No data entered for 2021.</p>	<p>Family School Partnership No data entered for 2022.</p>

6.0 Financial Information

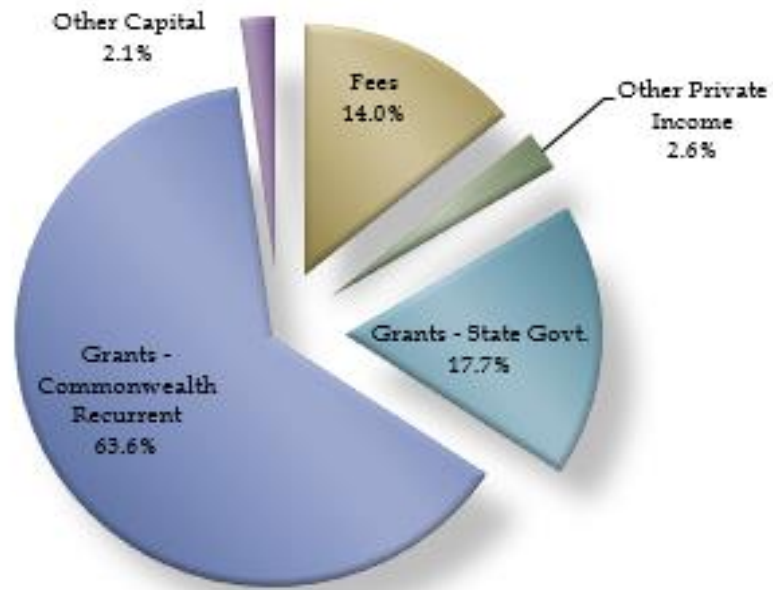
Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.



A visual summary of the income and expenditure reported to the Commonwealth Government for 2021 is presented below:



2021 INCOME - St Joseph's Regional College PORT MACQUARIE



2021 EXPENSE - St Joseph's Regional College PORT MACQUARIE

