



ANNUAL REPORT

2020

St Joseph's College

Gregory Terrace

This annual report for 2020 is published to provide information about the College for parents and other interested parties. This report contains the detail mandated by the Commonwealth and State reporting requirements for independent schools and Edmund Rice Education Australia.

INTRODUCTION

It will come as no surprise that 2020 was a year significantly disrupted by the global pandemic resulting from the novel Coronavirus. As with the rest of the world, St Joseph's College was tasked with finding new and creative ways to respond in a manner that continued to provide for the needs of the Terrace Family while prioritizing wellbeing and safety. Throughout its 145th year, the College continued offering the very best in Catholic education, forming young men in the Edmund Rice tradition whilst pursuing academic excellence, outstanding Pastoral Care and a diverse co-curricular program. The manner in which all in our community responded to the challenges and banded together to find solutions to unique problems was a great source of pride.

As has become an annual custom, the Senior cohort of 2020 chose a theme to represent their aspirations for the academic year. This year, the theme was 'Be the One' – a call to bring to life the Touchstones of Edmund Rice Education by challenging every student to make the decision to stand up and make a positive difference, both at Terrace and in wider society. The Edmund Rice Education Touchstones remain central to all that is done at the College – they are the benchmark by which we measure our authenticity as a Catholic school. Terrace continued to honour the Touchstone of *Inclusive Community* by growing a culture where students actively respect the individual and welcome the differences that exist within the Terrace Family. The Edmund Rice Bursary Program provided educational opportunities for 21 students who would otherwise be unable to access a Terrace education. The College's Reconciliation Action Plan, an important pillar of inclusivity, continued to gain traction in the first full year since its endorsement.

A Liberating Education was evident through the unique culture of academic excellence that continued to flourish across all year levels at Terrace, translating into strong academic results. The senior cohort faced particular challenges in 2020 as they navigated COVID while becoming Queensland's first to graduate under the new QCE system, the vast majority exiting with an ATAR score. Highlights included four students achieving the highest possible ATAR of 99.95, 32.37% of students receiving an ATAR of 95 or better and 57% of the Year 12 cohort an ATAR of 90 or above. The median ATAR for 2020 was 91.65, a tribute to the excellent work of our Terrace Educators in teaching and mentoring this dedicated cohort of young men. 99% of students in the senior cohort received a QTAC offer. NAPLAN was cancelled due to the pandemic, so results are unavailable for 2020. St Joseph's College, Gregory Terrace remains a school of choice for many of Brisbane's families for a number of reasons, foremost of these being the excellent academic culture from which students are fortunate to benefit.

Gospel Spirituality remained a priority through the vibrant retreat program, an ongoing focus on liturgy, a fostering of faith development and the nurturing of Terrace Gentlemen. A daily focus on modelling Gospel values and incorporating the language of the Gospels in our communication assisted students in seeing the sacred in the everyday and becoming the best men they can be. A focus on sustainability and ongoing support of College Justice Programs, through activities including bottle and water recycling programs, the Eddie's Van, Edmund Rice Camp participation and House Friendship Groups ensured the College continued to enact the touchstone of *Justice and Solidarity*. The continuation of our Reconciliation Action Plan to further enrich our engagement in Aboriginal and Torres Strait Islander histories, cultures, traditions and languages was a highlight in 2020.

With the educational landscape experiencing significant upheaval, considerable time and energy was devoted to upskilling members of the College community in the use of online platforms to replace face to face interaction across a number of College activities. Term 2 saw students from Year 12 learning from home for 2 weeks, while all other year levels spent 5 weeks learning from home via Teams. Throughout

the year, the following events, normally undertaken face to face, were successfully delivered via Teams:

- Classroom teaching across Years 5-12 (gtlearn@home)
- Pastoral care and wellbeing opportunities across Years 5-12 (gtcare@home)
- Some co-curricular opportunities (gtculture@home and gtsport@home)
- Parent/Teacher/Student Interviews
- Subject selection evenings
- Parent information evenings
- Orientation evenings
- Staff meetings and briefings
- Various Professional Learning experiences

It is a credit to the College's IT Team, staff, students and families that such a rapid change could be developed and implemented so efficiently on a relatively brief timeline. Feedback gained via surveys indicated that online learning, while effective in the short term, was not the preferred method of teaching – it was no surprise that students, staff and parents overwhelmingly indicated their preference for face to face learning. Conversely, interviews and parent evenings conducted via Teams were generally extremely well received by staff and parents/caregivers. Parent/Teacher/Student Interviews conducted remotely removed the stresses of fitting interviews around other commitments, finding parking and a normally noisy environment. The difficulty of viewing student work and the absence of human contact were drawbacks far outweighed by the positives. The College will consider continuing to hold some of the above events remotely in 2021 due to their safety, effectiveness and convenience.

The College's co-curricular program was also affected by the pandemic in 2020, but a wide variety of options were still made available, with the usual focus on balancing both excellence and participation. A central goal of the program is to provide every student the opportunity to take part at a level appropriate to his ability, while being given the opportunity to learn and improve. Large numbers of students were again involved in extensive sporting and cultural programs, with strong performances recorded in many activities. Term 2 saw an abbreviated program being offered, while in Term 3, spectator numbers were reduced to parents of those taking part only. Participants were expected to arrive, take part and leave quickly, while precautions for the limited spectators included QR check-ins and increased hygiene protocols. Terrace students, past and present excelled, many representing Queensland across a large variety of activities. The College was again delighted to be especially successful in Cricket, Volleyball and Basketball at Firsts level. Cultural pursuits including Music, Chess and Debating enjoyed huge rates of participation and great success. The culture of participation and excellent results were a tribute to the outstanding coaching provided and the hard work done by those participating.

Work contained in the College Masterplan continued throughout 2020, most significantly on the College's recently-acquired property at 184 St Paul's Terrace. Stage 1 of the redevelopment of the site included the commencement of renovations to an existing building that will become the College's new gymnasium, property and maintenance headquarters and a carpark. This project will allow for three new GLAs on the College's main campus as well as much-needed car parking relief. Completion of this stage is expected mid-2021. Planning for stage 2 of the project is well underway, with the College architect commencing plans for a contemporary version of the Waterford Place Year 10 campus. This new campus will be occupied by Year 9 students, with Year 10 reverting to main campus to prepare for Years 11 and 12. The original Waterford Place building is planned to become an Arts/Culture/Music centre.

A major strategic goal of 2020 was to develop our new College Strategic Plan, which will take us into our 150th year. Following a significant process of consultation and discernment, the new Strategic Plan has been completed and will be officially launched on St Joseph's Day in the new year. Teaching and non-teaching staff, students, parents/caregivers and College Board members all contributed to the new plan.

CONTEXTUAL INFORMATION

HISTORY

St Joseph's College, Gregory Terrace (best known simply as 'Terrace'), a day school since 1891, occupies a unique place in the history of Catholic Education in Queensland. Founded in 1875 by Br JJ Barrett, it was the first Christian Brothers' school in Queensland. On 5 July 1875, teaching commenced in Pugin's Chapel, which still stands in the grounds of St Stephen's Cathedral. The story of Terrace is one of humble beginnings and significant sacrifice and also a story of extraordinary success. St Joseph's has established itself as a community focused on faith-centred holistic development, the pursuit of academic excellence and the creation of an atmosphere of care for young men. We proudly draw on our Catholic and Edmund Rice traditions to foster the Terrace Family – staff, students, parents, Old Boys and friends of the College all nurturing students on their journey to being gentlemen of knowledge, humility and wisdom.

SCHOOL PROFILE

St Joseph's College, Gregory Terrace is an independent Catholic School in the Edmund Rice Tradition, educating male students from Years 5 to 12. The College is located at 285 Gregory Terrace, Spring Hill, Queensland 4000. For additional information relating to the College and its policies, please contact the College Principal, Dr Michael Carroll or visit the College website.

The total 2020 College enrolments comprised 1696 full time equivalent students. The breakdown was as follows:

Year Level	No. of Students
5	136
6	136
7	228
8	241
9	238
10	243
11	236
12	238
TOTAL	1696

SCHOOL DISCIPLINARY ABSENCES

Disciplinary Absence	Count of incident
Short Suspension (1 – 5 days)	19
Long Suspensions (6 – 20 days)	0
Exclusions	0
Cancellation of enrolment	1

STUDENT RETENTION RATES

The calculations are based on enrolment (Term 1) data collected by the College.

Year 10	Year 10 enrol	Year 12	Year 12 enrol	Year 8-12 apparent retention rate
2013	225	2015	234	104%
2014	225	2016	234	104%
2015	225	2017	236	104.4%
2016	232	2018	235	101.2%
2017	189	2019	193	102.1%
2018	239	2020	238	99.58%

SCHOOL ATTENDANCE

The average school attendance rate for 2020 as a percentage was 95.29%. The student attendance rate by year level is detailed in the table below:

Year	5	6	7	8	9	10	11	12
% Rate	96.94	95.89	95.60	95.70	95.23	92.96	95.99	94.02

Attendance rolls are marked online each lesson and at Pastoral Care Group (morning and afternoon). Parents/caregivers receive an automated SMS message if a student appears as absent on electronic rolls and the College has not been contacted by the parent/caregiver. House Deans follow up any anomalies in attendance and liaise with parents to verify a student's absence. All student absences are tracked by the College.

SCHOOL INCOME BREAKDOWN

Description	Amount (\$)	Percentage (%)
School Fees	26,639,970	59.82
Other related income	2,624,736	5.89
Capital Grants	1,400,000	3.14
State Government Recurrent Grants	3,948,489	8.87
Commonwealth Govt Recurrent Grants	9,919,470	22.28
TOTAL RECURRENT INCOME	44,532,665	100

CURRICULUM

The College's tradition of academic excellence is reflected in the design of its curriculum and the quality of its teaching staff. The academic outcomes for 2020 were again outstanding and are reflective of the positive teaching and learning culture that exists within the community of staff, students and parents. The summary of results included 18 students receiving an ATAR 98.85 or above and a median ATAR of 91.65 (State average 78.00). In 2020, four students attained the highest ATAR result of 99.95. Only 30 students state wide received this outcome. Students are encouraged to develop positive attitudes and perceptions about the classroom climate and tasks, and to develop good habits of mind so as to acquire and integrate knowledge, further extend this knowledge and to use it meaningfully. Students learn to integrate the spiritual, emotional and practical dimensions of their being through the acquisition and application of core thinking skills to learning in real life contexts. A holistic approach to education provides every opportunity for learners to flourish and achieve their unique potential. The College provides a curriculum that is relational, responsive and relevant with a strong emphasis on relationships between staff and students – the first dimension for effective learning.

5-10 CURRICULUM

Teachers of Years 5 and 6 meet regularly to collaborate as year level teams to deliver a relevant and dynamic curriculum. This collaborative approach allows for the sharing of ideas and a consistency of curriculum delivery across year levels. Students in these year levels have specialist teachers in the areas of Art, Music, Health & Physical Education and Japanese. The use of technology is built into the curriculum as well as specialist lessons implementing the BYOD program. Provisions for both extension, as well as learning assistance where required, cater for the needs of a broad academic range of subjects through the developing talent programs.

Years 7 and 8 students are assigned to core classes, where a variety of subjects are taught by one teacher allowing for a student/teacher relationship to develop. Students also are offered extension classes and cluster work with other schools through the Gifted and Talented Program. Learning support is offered both during and outside school hours through the Faculty of Exceptional Learners.

The Year 10 Waterford Place campus addresses the specific academic, social, emotional, cultural, sporting and spiritual needs of young men at this stage of their development. Students at Waterford have their academic programs complemented by a Formation program that is designed to assist the young men in positioning themselves for Senior School and leadership. The appointment of core teachers and academic mentors for the Waterford Place campus reaffirms our belief that positive relationships are first and foremost in developing positive and challenging learning environments.

Waterford Place, now in its 15th year of operation, has demonstrated that the programs and structures in place create a climate that positions students well for Senior School.

SENIOR CURRICULUM

For Years 11 and 12, students select a course of study from a wide range of subjects that are designed and moderated by the Queensland Curriculum and Assessment Authority (QCAA) and, in the main, prepare students for university entrance. Senior students will study six or seven QCAA subjects for a total of four semesters. All Senior students are required to study a Mathematics subject and English or Literature. Senior students, under the new QCE system, choose one of two ATAR pathways which provide a choice of Study of Religion or Religion & Ethics. As an academic community, Terrace strives to lead the way in innovation and achievement, while maintaining the best of the past. An impressive number of students have been awarded prizes, distinctions and university scholarships over the years – among them 18 young men who have been awarded the coveted Rhodes Scholarship and two who have received the Monash Scholarship.

CULTURE OF LEARNING

Terrace's integrated Catholic education aims to encourage each student to reach his own unique potential. The College fosters a climate of study through its pastoral structures, which ensures teaching staff closely monitor the progress of all students. Students are expected to apply themselves to study without undue pressure from teachers, learning the skills required of a lifelong learner. The academic climate is further encouraged by a system of rewards for diligence, strong achievement or academic improvement.

SUBJECTS OFFERED

Years 5 and 6	Years 7 and 8
English Mathematics Religious Education Science Geography (½ year) History (½ year) Art and Design Library Health & Physical Education Music Formation Japanese (Year 5) French (Year 6) Learning Enrichment	English Mathematics Religious Education Science Creative Arts - Music, Art, Drama Geography (½ year) History (½ year) Health and Physical Education Graphics (½ year) Design Technology (½ year) Digital Technology Japanese (½ year) French (½ year) Formation
Years 9 and 10 Core	Years 9 and 10 Elective
English Mathematics Health & Physical Education Religious Education Science History Formation	Business Education, Drama, French, Engineering Design, Geography, History, Japanese, Learning Enrichment, Music, Design Technology, Visual Art, Digital Technology
Senior General Subjects	Senior Applied Subjects
English Literature General Mathematics Mathematical Methods Specialist Mathematics Accounting Visual Art Biology Chemistry Physics Drama Economics French Film, Television & New Media Geography Engineering Digital Solutions Japanese Legal Studies Modern History Music Music Extension Physical Education English & Literature Extension Study of Religion	Religion and Ethics Building and Construction Sport and Recreation

INFORMATION COMMUNICATION TECHNOLOGY

The 2020 school year saw an unprecedented level of change within the education sector, largely brought about by the global pandemic. The Terrace IT team focused its efforts on supporting staff and students through the COVID period, with intervals of online learning taking place, particularly a five week period at the commencement of Term 2. The year saw a rapid expansion and user adoption of technologies including Google Classroom and Microsoft Teams which are the preferred platforms for uploading digital content for students. Teaching staff undertook considerable Professional Development in the use of IT as a remote teaching tool and their advancement in this field is to be commended. The use of the College's IT resources as both teaching and learning tools but also for the pastoral care of students and staff was exceptional. As a reaction to the impact of COVID, the College for the first time moved parent/teacher/student interviews online, with significant professional guidance and support from the IT team. Cyber-security has continued to be at the forefront of IT priorities, with further steps taken to mitigate potential threats. This will remain an area of focus in the future.

FORMATION PROFILE

In 2020, a total of 7 staff members attended the following Edmund Rice Education Australia Formation Programs:

A Call to Mission - provides an opportunity to meet people from other schools and ministries, to listen to their stories and to share common hopes. Through dialogue, input and reflection participants engage with what it means to be part of an Edmund Rice community and consider ways to contribute to this global network. A Call to Mission introduces participants to the four sacred stories that are the source of inspiration for our mission as Edmund Rice communities, namely the Mystery we name God, the Life of Jesus, the Response of Edmund, and Our Participation.

A Call to Leadership - provides participants with the opportunity to meet and connect with other people called to the service of leadership. The program is intended for newly appointed leaders, those who have a management and/or operational leadership role in the community, or those emerging leaders recognised as having a significant sphere of influence within the community. A Call to Leadership will explore the rewards and challenges of our work today, applying the vision of the Gospel, Edmund Rice and the Christian Brothers to our own situations through dialogue, critical reflection and active learning.

A Call to Transformation - provides participants with the opportunity for personal reflection, affirming conversation and renewed focus for the continuation of their journey. The program celebrates the wisdom and insight gained from ministry in an Edmund Rice community and invites participants to integrate their personal story with the stories of our tradition to encourage their ongoing contribution. A Call to Transformation offers participants opportunities to explore those special spaces in life that have provided a glimpse of God's presence and to apply the vision of the Gospel in being attentive to the needs of others.

A Vision for Liberation - brings together leaders who hold a strategic or central management responsibility within their community, providing opportunities for personal reflection, dialogue with other leaders, and exploration of the stories that shape the way we understand our identity and mission. The program encourages participants to consider how they might "speak with authority as a prophetic voice in the Church and the world" (*The Good Seed Will Grow*, page 7). It asks us to consider the challenges facing our communities and the world in which we live and to consider the ways we might respond, locally and globally. It also offers the opportunity to visit communities within the wider Edmund Rice network who model a contemporary response to the pressing issues of our times.

One staff member completed the **Edmund Rice Beyond Borders (EREBB) Online Leadership Certificate Program**. The EREBB Leadership Certificate is an international online course developed by EREBB, Edmund Rice Schools Trust (ERST) Ireland, and Marino Institute of Education (MIE). The course has been developed to support teachers, educators, leaders and those aspiring to leadership in Edmund Rice schools and educational communities to become advocates and proponents of inclusive and liberating education practices. It is an interactive, 20-hour course which is completed during a semester.

As well, new staff members, as part of their orientation program, were education about the life of Edmund Rice, the Christian Brothers and Edmund Rice Education Australia.

PREFERENTIAL OPTION FOR THE POOR

The College continued to enact a preferential option for the poor through the following initiatives:

Eddie's Van: St Joseph's College conducts a Big Brekkie for homeless people each weekday morning, in and around the gardens of the inner city. The Big Brekkie program aims to develop a relational spirituality between the staff and students of St Joseph's College and poor and marginalised people in the greater Brisbane area. The educational aim of this program is to develop service learning. The rationale for service learning is, that via interacting with the homeless and itinerant communities of Brisbane. In the spirit of Matthew 25, we aim to meet and journey with the poor in our community.

Eddie's Van is a well-known and valued presence in the inner-city area and a signature dimension of a Terrace education for students, staff and dozens of parents and Old Boys who volunteer their time to serve and be present to those most in need. In addition to this program, students in other social contexts are provided with opportunities that assist them to understand their social and community responsibilities.

House Friendship Groups:

Each of our nine Houses are linked with a Friendship Group in order to build relationship, personal connection and financial support. Our Houses welcome the friendship of the following organisations:

- Barrett House - Strong Women Talking
- Buckley House - Childhood Cancer Support
- Kearney House - Milpera State High School | Welcome the Stranger
- Magee House - One in Four | St Mary of the Cross School
- Mahoney House - Aboriginal and Torres Strait Islander Community Health Service
- Reidy House - Brisbane Youth Service
- Treacy House - Orange Sky Laundry
- Windsor House - Youngcare | Dan Da Lion
- Xavier House - Edmund Rice Camps | Ubuntu through Health
- Waterford Place - Eddie's Van

Terrace Timor Network: The Terrace Timor Network (TTN) is a group of current and former Terrace parents, staff and students committed to supporting the people of Timor-Leste on their continuing journey of economic development and long-term independence. Working in partnership with Mary McKillop Today (Women's Livelihoods Program), TTN supports a range of projects with its aim to increase women's capacity to generate income through self-managed livelihoods by strengthening their savings and loans cooperative and improving literacy, numeracy, and leadership. The Women's Livelihoods Program currently supports 47 women from the villages of Railaco Leten and Railaco Kraik in the Ermera District of Railaco. The women come from farming families and range in age from 25 to 65 years of age.

Edmund Rice Bursary Program: The College currently supports 21 students of Aboriginal, Torres Strait Island or refugee background across Years 7-12. The Program, which is generously supported by the Terrace community through the stewardship of the College Foundation, provides the opportunity for these students to receive a Terrace education and for our community to be enriched by their contribution.

The Year 10 Matthew 25 Immersion & The Year 10 Timor-Leste Immersion: Due to COVID-19, the immersion program was cancelled in 2020.

CAMPUS MINISTRY

The Campus Ministry team is responsible for a range of programs whereby the young men of Terrace undertake a prominent role within the community. An extensive retreat program with an emphasis on peer monitoring allows for older and younger students to experience a sense of peace and reflection together. The retreat program is scoped and sequenced from Years 5 to 12 and culminates in the voluntary Kairos program in Year 12 that sees a very high percentage of Senior student engagement due to the quality of earlier experiences.

The Campus Ministry team seeks to support the retreat and service dimensions of College life through the facilitation of meaningful liturgy, ritual and prayer which integrates the faith formation life of the school.

CO-CURRICULAR ACTIVITIES

SPORT

The sporting program plays an integral role in the College's holistic approach to boys' education. Striking a balance of academic and sporting commitments for the boys is a priority of the College, with students encouraged to be involved across the spectrum. Terrace Sport across Years 5 to 12 is guided by a strong philosophy whereby each boy is encouraged to:

- Enjoy his sporting involvement
- Participate to the fullest
- Develop the skills and techniques to compete

Terrace Sport is involved in the competition that is administered by the Great Public Schools' (GPS) Association. Involvement in sport is not compulsory but is strongly encouraged in order to develop each student's physical, psychological, technical and tactical abilities in whatever sporting endeavour they choose. In partnership with the GPS Association and other member schools, St Joseph's College was proud to be able to offer a broad range of sporting opportunities in 2020. Despite the interruptions caused by the global pandemic, participation rates were high, and those attending were kept safe thanks to a series of protocols adopted across all sporting programs.

The College recognises and provides the opportunity for boys to be involved via a Performance (A/B) and a Participation (C/D/E) sporting program. Representation of the College is considered a privilege and not a right for students and as such, each student is expected to uphold the values of a Gentleman of Terrace, both at training and on game day.

The College works closely with Parent Support Groups to provide financial support for the various sporting programs in the areas of first-class coaching together with high-quality facilities and equipment.

The Sports that the College offers are:

Basketball	Cricket	Cross-Country	Football
Gymnastics	Rowing	Rugby	Swimming
Tennis	Track & Field	Volleyball	

The Tennyson playing fields are the jewel in the crown of the Gregory Terrace sporting program and are recognised among the finest sporting facilities in the GPS. Tennyson is the spiritual home of all Terrace Sport and is the home venue for the Cricket, Rowing, Football, Rugby and Track & Field. Tennyson incorporates 8 playing fields, the Old Boys’ Grandstand, the Br Rogers Pavilion and the Ruby Doyle Hospitality Centre. The Boatshed is a first-class facility, housing the College’s outstanding Rowing fleet.

The College also utilises the Victoria Park playing fields in Spring Hill opposite the College. 20 Cricket nets alongside two Rugby fields and a newly renovated long jump pit are available to the boys near to Gilchrist Avenue with four Tennis courts available to the boys closer to the College. A tunnel under Gregory Terrace safely connects the park with the College campus. An eight-lane, 25m indoor swimming pool is the facility for all forms of aquatic sports. Renovation of the pool was completed mid-2019 and our pool, as well as Centenary Pool, across Gregory Terrace, is used as a training venue for Terrace students under the expert coaching of Rackley Swimming Club.

The Campbell Centre houses a Basketball court with a tiered grandstand. This centre also offers a first-class venue for other sporting endeavours such as Volleyball, Gymnastics, Physical Education classes and Inter-House competitions. The Year 10 campus at Waterford Place houses a similar high-quality facility.

CULTURE

The co-curricular cultural program provides students an enormous breadth and depth of opportunities to take part, whether as a beginner or a highly accomplished and experienced participant.

The College has a proud tradition of success and participation in Debating in the Great Public Schools’ Association and the Queensland Debating Union competitions. Public speaking opportunities are offered through private Speech and Drama lessons, Toastmasters and various speaking competitions. The College competes in Chess in the GPS and wider Chess competitions. Teams of four students contest matches in Premier, Senior, Junior and Open divisions of a round robin competition. The BIS competition caters for our Middle School students’ cultural pursuits. This objective of this competition is to introduce students to the senior competitions. The students play Chess in Year 5, Public Speaking Year 6, and Debating in Year 7. Each year the College presents a production opportunity for all students alternating annually between the Senior Musical (Years 10-12) and the Middle School Production (Years 5-9). In 2020, it was impossible to run the Senior Musical or a number of other music events.

The College Music program begins in Year 5, where every student is given a musical assessment to determine their preferred instrument. Every student is provided with an instrument and will become a member of either a band or string ensemble until the completion of Year 7. Students in other year levels have the opportunity of taking up a musical instrument or continuing instrumental tuition from visiting teachers. This then equips them to join one of the many orchestras, bands and string and jazz ensembles. These groups are often in demand for public performances and tour nationally and internationally. The Terrace choral program saw our students sing at the Vatican in 2019 and Gallipoli and Lone Pine in 2012, 2013 and 2014. Theatresports is a popular activity that involves a number of improvisation games and competitions. Terraflicks is the College’s film club, where students learn filmmaking techniques. The Cultural activities that the College offers are:

Chess	College Productions	Debating	Music
Public Speaking	Speech & Drama	Terraflicks	Theatresports

STUDENT OUTCOMES

2020 QCE OUTCOMES

We particularly congratulate the Senior Class of 2020 in obtaining a median ATAR score of 91.65. The Terrace teaching staff are extremely proud that 57% of the cohort received an ATAR 90 or better. Further to these results, 32% of the cohort received an ATAR 95 or higher.

ATAR SCORE	PERCENTAGE OF COHORT IN RANGE	CUMULATIVE PERCENTAGE
95 - 99.95	32.37	32.37
90 – 94.95	24.63	57.00
85 – 89.95	15.46	72.46
80 – 84.95	7.25	79.71
75 – 79.95	6.76	86.47
70 – 74.95	6.77	93.24
60 – 69.95	2.41	95.65
50 – 59.95	0.97	96.62
Below 50	3.38	100
Median ATAR	91.65	

Percentage 'A' Results – General Subjects	33%
Percentage 'A' Results – Applied Subjects	39%
Percentage 'A - C' Results – All Subjects	98%

OUTCOMES FOR YEAR 12 STUDENTS 2020

Number of students receiving a:	
Senior Education Profile	237
Queensland Certificate Individual Achievement	0
Queensland Certificate of Education (QCE)	228
MEDIAN ATAR SCORE	91.65
School-Based Apprenticeship/Traineeship	0
Vocational Education Qualification	0
International Baccalaureate Diploma (IBD)	0
Percentage of students with ATAR 75 – 99.95	86.5%
Percentage of applicant students receiving a Queensland Tertiary Admissions Centre (QTAC) offer	99%
Percentage of students who were completing or completed a SAT, or were awarded one or more of the following: QCE, IBD, VET qualification	96%

POST SCHOOL DESTINATION INFORMATION

In 2020, 96% of Year 12 students at St Joseph's College, Gregory Terrace, continued into some form of education and training in the year after they left school. Refer to the table below for a breakdown of school-leaver pathways.

Total # of students	238
QTAC Applicants	220 (92%)
QTAC offers in major rounds (Dec/Jan)	218 (99%)
QTAC applications for Sem 2 entry	N/A
QTAC offers for 1 st or 2 nd preferences	185 (85%)
Trade/Apprenticeship	10
Overseas sports scholarships	N/A

NAPLAN RESULTS 2020

In 2020, due to the COVID pandemic, NAPLAN was cancelled.

READING							
Year Level	2014	2015	2016	2017	2018	2019	2020
5	100	100	100	100	100	100	N/A
7	100	100	99.57	100	99.6	99	N/A
9	98.2	100	99.47	100	99.6	100	N/A

SPELLING							
Year Level	2014	2015	2016	2017	2018	2019	2020
5	100	100	100	100	100	100	N/A
7	100	99.5	99.57	100	100	99	N/A
9	98.2	100	98.94	99	98.3	100	N/A

GRAMMAR AND PUNCTUATION							
Year Level	2014	2015	2016	2017	2018	2019	2020
5	100	100	99.07	100	100	99	N/A
7	100	99.5	99.54	99	100	99	N/A
9	97.4	98.6	97.34	100	99.2	98	N/A

WRITING							
Year level	2014	2015	2016	2017	2018	2019	2020
5	100	100	100	99	100	99	N/A
7	99	99.5	97.42	100	99.6	98	N/A
9	94.3	97.7	94.15	95	97.5	96	N/A

NUMERACY							
Year Level	2014	2015	2016	2017	2018	2019	2020
5	100	100	100	100	100	100	N/A
7	100	100	99.57	100	100	100	N/A
9	100	100	99.49	100	100	100	N/A

SOCIAL CLIMATE

Student safety and wellbeing remains the highest priority of our College, and the circumstances of 2020 challenged the College to find new ways to ensure the physical and mental health needs of students and staff were catered for. Providing care for students in a remote forum when they are learning from home is a great challenge, but the College was able to design programs, called *glearn@home* and *gtcare@home*, that ensured learning could continue and that students' physical and mental health were given the priority they deserve.

The cornerstone of the College's Pastoral Care program is a House system that aims to provide what we call an 'Atmosphere of Care' - a pastoral network and caring environment for all students at Terrace. Research tells us that engagement and connectedness are critical for effective learning and the pastoral system aims to ensure students feel welcome and accepted for their individual gifts. Each student is placed in one of the College's nine Houses, which are sub-divided into Pastoral Care Groups, each led by a staff member (PC Mentor). Pastoral Care Groups meet each morning and afternoon. PC Mentors aim to know each of their students individually and are in a position to solve a problem, provide advice, guidance and encouragement, or simply to spend some informal time with the young men in their care. Each House is overseen by a House Dean, who remains a significant adult for the duration of every student's Terrace journey.

Throughout the year, the House system facilitates a number of opportunities that, we believe, further enhance the learning environments our young men operate within. The aim is the holistic education of young men to ensure that they grow to be the best men they can be. These opportunities include but are not limited to:

- Service programs with House Friendship Groups
- House Masses
- Year level assemblies
- The Big Buddy / Little Buddy program to assist integration of new students
- Various cultural and sporting competitions across the Houses
- Leadership seminars and opportunities
- House assemblies
- Counselling service – career, family and personal
- Outdoor Education camps and retreats in House groups within year levels
- A variety of social events
- Anti-bullying and relationships education
- Year 10 Waterford Place structure
- Formation programs within the curriculum as well as formation opportunities outside the classroom
- Lenten Appeal and other service programs which build community spirit
- Development of the Gentleman of Terrace concept

While a number of these programs needed to pause in 2020 (for example, some students were unable to attend camps), ample unique opportunities remained, ensuring students continued to enjoy the variety of experiences that help them to become the best person they can possibly be.

Students from all year levels are surveyed annually, with the data being used to determine students' levels of satisfaction and school connectedness. This allows for the tracking of each individual as well as the identification of trends across the school. Follow-up from the survey may include contact with individual students and/or their parents as well as adjustments to our overall formation and pastoral programs in response to areas perceived to be requiring attention. A second school-wide survey examines school culture, specifically in the areas of relationships, conflict and bullying. Again, the data obtained may prompt adjustments to any aspect of student wellbeing within the school.

The College employs a number of methods, both proactive and reactive, to build positive relationships between students and to respond to incidents of bullying. These methods align with published College guidelines pertaining to anti-bullying – these guidelines were reviewed and updated at the commencement of 2019. The formal curriculum, including the subject Formation, includes units that educate boys about positive relationships and how to respond to bullying, whether as a victim or a bystander. Bullying is a topic that receives attention at College and year-level assemblies, as well as in visual advertising around the school. Dedicated staff look out for and respond to conflict between students using a Restorative Justice framework to guide responses where appropriate. In addition to CCTV cameras throughout the school enabling the capturing of incidents of concern, the College website provides the capacity to anonymously report incidents of bullying. Every report is followed up by the pastoral team.

Student Protection protocols ensure the College is fully compliant with all expectations regarding student safety, and hence, students of the College are able to learn in an environment of best practice. In 2020, the College participated in a trial group that aims to assess compliance with the 11 EREA Student Protection Standards. The trial commenced with assessment of our compliance with Standards 2 and 8 and will continue across all standards next year.

PARENTAL INVOLVEMENT

The College recognises the importance of the partnership between home and school. The College supports the role of parents and caregivers through a variety of parent/caregiver information evenings and orientation gatherings. We foster these partnerships through:

- Weekly, quarterly and annual publications
- Parent/PC Mentor interviews each year
- Parent/Teacher/Student interviews two times each year
- Encouraging and practising regular contact between home and school
- Parent information and orientation evenings
- Involving parents in formation opportunities
- Mother/Son and Father/Son events
- Parent social gatherings
- Parent involvement in the College Support Groups
- Parent involvement in the co-curricular coaching program
- The voluntary contribution of distinctive skills of parents are welcomed and celebrated

Feedback indicated that parents and caregivers were disappointed to lose some of their regular opportunities for community interaction in 2020 and look forward to their return as soon as possible. Parents were also highly complimentary of the innovative ways in which the College was able to replace some of the above with online events.

STAFF

Workforce Composition

	Teaching Staff	Non-Teaching Staff	Indigenous Staff	TOTAL
Head count	142	93	0	235
Full Time Equivalent (FTE)	125.7	83.2	0	208.9

Qualifications of all Teachers

Highest Level of Qualification	Number of teachers, school leaders
Bachelor	96
Diploma	3
Graduate Certificate	0
Graduate Diploma	2
Masters	40
PhD	1

Teacher numbers/Gender

Teaching Staff	Male	Female	Male %	Female%
142	76	66	54%	46%

The average attendance rate for staff was 98%, which reflects a low rate of sick leave. This rate does not include staff absent when attending Professional Development activities or who would have been replaced when on other forms of leave. The retention rate of teaching staff from 2019 - 2020 was 92.96%.

PROFESSIONAL DEVELOPMENT

In 2020, a total of \$81,656 was spent on staff professional development.

STRATEGIC PLANNING

2020 STRATEGIC PLAN

The current Strategic Plan, titled ‘GT 2020 – Join the Journey’ remained current for 2020 and details five key focus areas:

1. *Faith and Mission*
2. *Teaching and Learning*
3. *An Atmosphere of Care*
4. *Co-Curricular Program*
5. *Governance and Stewardship*

Within each of these focus areas, a number of action statements have been formulated to enable members of the Terrace Family to enact the Strategic Plan. The Focus Areas are outlined below

1. Faith and Mission

COLLEGE PRIORITY GOALS	
1.1	Renew the model of programs, human resourcing and location of the Campus Ministry Team
1.2	Further promote the role Religious Education plays within the Terrace community
1.3	Design professional development plans for staff that align with accreditation to teach in a Catholic school, accreditation to teach RE in a Catholic school and promote partnerships with EREA, BCE and the Archdiocese and the Cathedral
1.4	Initiate links between Religious Education and the Religious Life of the School that promote further opportunities for all students to be involved in service, justice and peace and advocacy projects
1.5	In partnership with the Master Planning Committee, review the “big picture” strategy of religious sign and symbol and sacred space development throughout the four campuses of the school
1.6	Establish a policy that informs practice regarding the design and implementation of exploration and immersion programs in light of the EREA Charter and the formation of the Terrace Gentleman
1.7	Explore ways in which to further integrate and promote our partnerships with the nine House Friendship Groups, the Terrace Timor Network and Edmund Rice Camps
1.8	Continue to develop a culture which invites its members into relationship with Jesus and the story of Blessed Edmund Rice, the Christian Brothers and the wider church

2. Teaching and Learning

COLLEGE PRIORITY GOALS	
2.1	Foster a culture of teaching and learning that seeks academic excellence and challenge for both staff and students
2.2	Ensure that effective, contemporary practices in boys’ education are researched and implemented into the teaching and learning process with the aim to maximize and value learning
2.3	Explore opportunities to renew current curriculum offerings and tertiary partnerships
2.4	Continue to use data to inform best practice such that teachers can elicit the best learning outcomes for each student
2.5	Track and mentor students using data from both internal and external testing with the view to enhancing learning outcomes
2.6	Construct a whole school professional development plan that is reflective of faculty strategic plans and overlaps with teacher appraisal
2.7	Enrich effective pedagogy by implementing higher order thinking skills, differentiating learning with support for extension and enrichment
2.8	Develop a strategic approach to the appointment of qualified teachers of Religious Education in response to QCEC’s policy on Accreditation to teach Religion in a Catholic school
2.9	Continue to explore ways to embed the touchstones of Edmund Rice Education so that students can make a positive difference to society

3. An Atmosphere of Care

COLLEGE PRIORITY GOALS	
3.1	Review and refine processes for induction of new staff and students at all year levels
3.2	Review and refine current systems of pastoral care in order to continue to deliver best practice
3.3	Enhance processes that encourage the collaborative partnership between staff, students and parents in the education process
3.4	Enhance the prime pastoral role of key staff and emphasize the importance of these relationships in developing a supportive school environment
3.5	Enhance consistent student behaviour support and restorative procedures for all staff that promote effective teaching and learning pedagogy in a supportive environment
3.6	Expand formal and informal opportunities for student formation to enhance awareness of their role in building the atmosphere of care, their development as Terrace Gentlemen, skills to assist well-being and opportunities for leadership and service
3.7	Extend the programs and opportunities that support the social and emotional well-being of students

4. Co-Curricular Program

COLLEGE PRIORITY GOALS	
4.1	Provide appropriate formation and professional development programs for coaches and PC Mentors
4.2	Enhance programs that promote student involvement, participation and commitment in a range of co-curricular activities
4.3	Facilitate programs that enhance individual skill development and support excellence in performance
4.4	Provide high quality coaching programs that utilise the expertise of staff, external coaches and PC Mentors
4.5	Develop and promote the framework for a transparent co-curricular merit program that supports the students in their journey at Terrace
4.6	Promote mechanisms that assist with student talent identification across all co-curricular activities
4.7	Promote strong relationships between the College, the Supporter Groups and external organisations
4.8	Provide a structured affordable developmental camp and touring program for co-curricular activities that enhances performance and experience for the students
4.9	Develop facilities that enhance students' experiences, participation and performance in co-curricular activities
4.10	Employ 'best practice' leadership, administration and management practices within the co-curricular program
4.11	Articulate and implement a framework for celebrating student involvement and success in the co-curricular program

5. Governance and Stewardship

COLLEGE PRIORITY GOALS	
5.1	Maintain appropriate stewardship around the finance, governance and resourcing of the school that are reflective of EREA guidelines
5.2	Enhance the financial management practices to optimise the development of the College in a sustainable manner
5.3	Improve the efficiency and effectiveness of the College's processes and practices via enhanced ICT systems and ongoing review
5.4	Enhance the use of ICT across the College through improvements in infrastructure, staff capacity, learning resources and leadership
5.5	Articulate and action a Master Plan for the College campuses which meets current demands and projects a vision for future needs and opportunities
5.6	Review human resource structures and roles to ensure the sustainability and improvement of all campuses
5.7	Attract, retain and develop excellent staff who, through their teaching, leadership and professional support, positively contribute to Terrace's holistic mission
5.8	Ensure marketing and enrolment practices strongly affirm the College's community life as a Catholic school in the Edmund Rice tradition and a member of the Queensland Greater Public Schools

Throughout 2020, the College Leadership Team led a rigorous process to develop its new Strategic Plan, which will cover the years 2021-2025. To be officially launched at our St Joseph's Day Eucharist in 2021, the document titled *Towards 150*, will set the direction of the College into its landmark 150th year. The Strategic Plan outlines five Strategic Priorities:

- Our Faith
- Lifelong learning through excellence in education
- An atmosphere of care
- Responsible stewardship
- Community Relationships

As always, this Strategic Plan will be made operational and brought to life through annual action plans.