



ANNUAL REPORT

2019

St Joseph's College

Gregory Terrace

This annual report for 2019 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

Throughout 2019, St Joseph's College, Gregory Terrace has enjoyed great success across the wide variety of activities and opportunities that the College offers to its students. The theme for the year, chosen by the Senior cohort was 'All In', a reference to the school-wide call to be united and supportive of each other in all that we do. This commitment aligned strongly with the Edmund Rice Education Touchstones, particularly that of *Inclusive Community*. Terrace continued to cultivate an inclusive community by actively respecting the individual and welcoming the differences that exist within the Terrace Family. The Edmund Rice Bursary Program provided educational opportunities for 25 students who would otherwise be unable to access a Terrace education. The College's Reconciliation Action Plan was endorsed by the College Board, Leadership Team and the wider College community. It was launched in consultation with Reconciliation Australia and will continue to be an important pillar of inclusivity.

A Liberating Education was evident through the extraordinary 'Culture of Learning' that continues to grow at Terrace, translating into strong academic results. Highlights included 19 students receiving an OP1 and 39% of the Year 12 cohort achieving an OP of 1 to 5. NAPLAN results were also very strong and saw Terrace being ranked among the top schools in Queensland in Years 5, 7 and 9.

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 endorsement 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 2019.

With the educational landscape experiencing significant change, considerable time and energy was devoted to the commencement of the new QCE system for senior schooling in Queensland schools. The College commenced 2019 well prepared for what was a major change and staff are to be congratulated for their efforts with this. The progress of the Year 11 students under the new system was exceptionally promising and we look forward to the College's first set of ATARs, to be produced by this cohort. The College's emphasis on the teaching of cognitive verbs and the continued implementation of our schoolwide literacy plan were major curriculum initiatives in 2019.

The College's co-curricular program balances its philosophy on both excellence and participation. A central focus 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. Terrace students, past and present excelled, many representing Queensland across a large variety of activities. At the international level, Terrace produced young men who achieved Australian representation in Swimming, Cricket, Chess and Music. The College was delighted to be especially successful in Cricket, Volleyball and Basketball at Firsts level. These 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 2019, with the construction of the Student Wellbeing Centre completed for the commencement of Semester 2. The new facility centralises

all of the College's student-related services and provides a huge fully-shaded play/assembly area, a rooftop play, training and gathering space, refurbished swimming pool and new Human Movements teaching space. The new building was blessed and officially opened mid-year and is a wonderful addition. The College held an Open Day that was scheduled to allow guests to inspect this new facility as part of their visit. A huge crowd was in attendance, with numbers likely to have grown due to the 2018 event being cancelled due to the impact of construction work. A number of office spaces were also refurbished and reallocated to better meet staff needs.

The College Outdoor Education Centre at Maroon Dam received some important renovations, largely designed to improve facilities for the disabled. These included a lift to access the centre's common room, bathroom and cabin facilities with full wheelchair accessibility, and ramp access at various points.

The College's Masterplan will also incorporate a newly-acquired property located at 184 St Paul's Terrace. The purchase of this property will allow the College to move some important facilities away from the main campus to provide much-needed space. Planning will consider how this new property can be best used to future-proof the College in terms of space and facilities.

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 2019 College enrolments comprised 1657 full time equivalent students. The breakdown was as follows:

Year Level	No. of Students
5	135
6	135
7	236
8	239
9	240
10	240
11	239
12	193
TOTAL	1657

SCHOOL DISCIPLINARY ABSENCES

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

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
2012	225	2014	232	103.1%
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%

SCHOOL ATTENDANCE

The average school attendance rate for 2019 as a percentage was 92.34%. The student attendance rate by year level is detailed in the table below:

Year	5	6	7	8	9	10	11	12
% Rate	93.87	91.77	93.36	91.92	90.31	93.26	93.79	94.25

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	25,839,153	55.88
Other related income	4,676,544	10.11
Capital Grants	1,520,000	3.29
State Government Recurrent Grants	3,795,009	8.21
Commonwealth Govt Recurrent Grants	10,408,293	22.51
TOTAL RECURRENT INCOME	46,238,999	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 2019 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 19 students receiving an OP1 and a median of OP7. 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.

MIDDLE SCHOOL

Teachers of Years 5 and 6 meet regularly to collaborate as year level teams to deliver a relevant and dynamic curriculum. They work in conjunction with the Faculty of Exceptional Learners in developing programs based around The Dimensions of Learning framework. 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 14th 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. Students in year 12 will mostly study six QCAA subjects for a total of four semesters. All Senior students are required to study a Mathematics subject, English and Religion & Ethics. Students in Year 11, 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 constantly monitor the progress of all students. Students are expected to apply themselves to study without undue pressure from teachers. This climate of study is further encouraged by a system of rewards for diligence, strong achievements or academic improvements.

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) Workshop (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	
Year 12 Authority Registered Subjects	Year 11 General Subjects	Year 12 SAS Subjects	Year 11 Applied Subjects
English Mathematics A Mathematics B Mathematics C Accounting Visual Art Biology Chemistry Physics Drama Economics French Film & Television Information Processing and Technology Geography Japanese Legal Studies Modern History Music Physical Education Music Extension Study of Religion English Extension Graphics	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 (Term 4) Physical Education English & Literature Extension (Term 4) Study of Religion	Religion and Ethics Furnishing Studies Recreation Studies	Religion and Ethics Building and Construction Sport and Recreation

INFORMATION COMMUNICATION TECHNOLOGY

The integration of technology into the curriculum has been a priority for the College. Professional learning, led by our eLearning Coordinator, continues to focus on building staff skills in the use of online applications to deliver content and activities. In 2019, the College took positive steps to mature online learning through the use of collaboration platforms such as Microsoft Teams and Google Classroom. Such tools have expedited the assessment and feedback process and have allowed for self-paced learning and greater access to resources outside of class time. The College BYOD (Bring Your Own Device) program has continued to evolve since its inception and is now in a mature state.

FORMATION PROFILE

In 2019, a total of 12 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.

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: Western Suburbs Special School, Childhood Cancer Support, Milpera State High School, St Mary of the Cross School, McIntyre Centre, Brisbane Youth Service, Orange Sky Laundry, Youngcare, Guide Dogs Qld, Red Hill Special School and YourTown.

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 Comunidade Edmund Rice (CER), the Christian Brothers ministry in Timor-Leste, TTN supports a range of projects in the key sectors of health, education and sustainable economic development. Programs and projects are undertaken at the community level in partnership with the men, women and children of rural communities in the mountains beyond Dili. Initiatives are chosen that will make a real difference to the people as they seek to build futures of hope and opportunity for their families.

Edmund Rice Bursary Program: The College currently supports 20 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: This unit involves students in a social justice experience that has practical applications. It provides students with an opportunity to "do something" to respond to the injustices around them and to attend to the needs of others. Our aim is to help students understand that the point of service is not just what changes as a result of one's efforts, but it is the change in one's self that matters. Students work with a number of social justice organisations in close proximity to Gregory Terrace and are challenged to move from an observational to a relational approach with those people that find themselves on the margins of our society.

The Year 10 Timor-Leste Immersion: During a three-week period, 16 students learn about and visit Timor-Leste, linking with Comunidade Edmund Rice and the Canossian Sisters. It is hoped that the Timor-Leste Immersion provides the students and staff with:

- An exchange of relationship, understanding and professional pedagogy which takes into account the social, cultural and political environment of Timorese society.
- An emphasis on the future, the dynamic nature of Timor-Leste and the capacity to choose and shape preferred futures.
- An opportunity to explore and experience important themes such as change, interdependence, identity and diversity, rights and responsibilities, peace building, poverty and wealth, sustainability and global justice.
- An emphasis on critical thinking and communication.
- An opportunity to identify and explore the many ways in which individuals and communities increasingly depend on each other.

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 endowed with 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.

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 of a student and as such each boy is expected to uphold the values of a Terrace Gentleman 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 as the finest sporting facility 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 and 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.

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 facility.

CULTURE

The co-curricular cultural program provides both depth and variety.

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).

The College Music program begins in Year 5, where every student is given a musical assessment to locate 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 2011 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 Production	Debating	Music
Public Speaking	Speech & Drama	Terraflicks	Theatresports

STUDENT OUTCOMES

QUEENSLAND CORE SKILLS RESULTS FOR 2019

2019 was yet another year of academic excellence for our Senior students. The table below tracks Terrace students' performance in the Queensland Core Skills Tests over the past 10 years. The Senior Class of 2019 is to be congratulated on their efforts and outcomes both within the classroom and in the Queensland Core Skills Test. We also acknowledge and thank the College teaching staff for their dedication and expertise, and the parents for their ongoing support of their sons.

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
A%	38.7	44.6	36.2	39.4	35.8	48.86	50.2	48.0	41.9	33
B%	30.4	30.9	33.8	30.3	32.8	29.68	25.1	28.7	29.6	33
C%	20.6	16.8	22.4	19.3	21.4	18.26	19.5	14.8	19.6	24.6
D%	9.8	7.3	6.7	11	10	3.20	5.2	8.5	7.8	9.2
E%	0.5	0.4	1	0	0	0	0	0	0.8	0

We particularly congratulate the Senior Class of 2019 in obtaining a median OP score of 7. The Terrace teaching staff are extremely proud that 44% of the cohort received an OP6 or better. Further to these results, 23% of the cohort received an OP 1 to 3.

OP	NUMBER	%
1	19	10.2
2	15	8
3	9	4.8
4	13	7
5	16	8.6
6	9	4.8
7	14	7.5
8	20	10.7
9	9	4.8
10	10	5.3
11	12	6.4
12	7	3.7
13	5	2.7
14	6	3.3
15	3	1.6
16	6	3.2
17	6	3.2
18	2	1.1

19	3	1.6
20	3	1.6
21	3	1.6
22	0	0
23	0	0
24	0	0
25	0	0

OUTCOMES FOR YEAR 12 STUDENTS 2019

Number of students receiving a:	
Senior Education Profile	193
Queensland Certificate Individual Achievement	0
Queensland Certificate of Education (QCE)	190
Overall Position (OP)	187
MEDIAN OP SCORE	7
School-Based Apprenticeship/Traineeship	0
Vocational Education Qualification	1
International Baccalaureate Diploma (IBD)	0
Percentage of students with OP 1 – 15	89.3%
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	98%

POST SCHOOL DESTINATION INFORMATION

In 2019, 94% 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	193
QTAC Applicants	178 (92%)
QTAC offers in major rounds (Dec/Jan)	175 (99%)
QTAC applications for Sem 2 entry	N/A
QTAC offers for 1 st or 2 nd preferences	149 (83.4%)
Trade/Apprenticeship	5
Overseas sports scholarships	1

NAPLAN RESULTS 2019

READING							
Year Level	2013	2014	2015	2016	2017	2018	2019
5	98.8	100	100	100	100	100	100
7	100	100	100	99.57	100	99.6	99
9	99.7	98.2	100	99.47	100	99.6	100

SPELLING							
Year Level	2013	2014	2015	2016	2017	2018	2019
5	98.8	100	100	100	100	100	100
7	98.8	100	99.5	99.57	100	100	99
9	99.21	98.2	100	98.94	99	98.3	100

GRAMMAR AND PUNCTUATION							
Year Level	2013	2014	2015	2016	2017	2018	2019
5	100	100	100	99.07	100	100	99
7	100	100	99.5	99.54	99	100	99
9	98.7	97.4	98.6	97.34	100	99.2	98

WRITING							
Year level	2013	2014	2015	2016	2017	2018	2019
5	98.8	100	100	100	99	100	99
7	100	99	99.5	97.42	100	99.6	98
9	98.3	94.3	97.7	94.15	95	97.5	96

NUMERACY							
Year Level	2013	2014	2015	2016	2017	2018	2019
5	100	100	100	100	100	100	100
7	100	100	100	99.57	100	100	100
9	100	100	100	99.49	100	100	100

SOCIAL CLIMATE

The cornerstone of our 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 Terrace Gentleman concept

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 for the commencement of 2019. The formal curriculum, including the subject Formation, has 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.

PARENTAL INVOLVEMENT

The College recognises the importance of the partnership between home and school. The College supports the role of parents through a variety of parent information evenings and orientations. 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
- Involving parents in some formation opportunities
- 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

STAFF

Workforce Composition

	Teaching Staff	Non-Teaching Staff	Indigenous Staff	TOTAL
Head count	137	86	0	223
Full Time Equivalent (FTE)	122.8	76.8	0	199.6

Qualifications of all Teachers

Highest Level of Qualification	Number of teachers, school leaders
Bachelor	93
Diploma	3
Graduate Certificate	0
Graduate Diploma	2
Masters	37
PhD	2

Teacher numbers/Gender

Teaching Staff	Male	Female	Male %	Female%
137	70	67	51%	49%

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 2018 - 2019 was 94.16%.

PROFESSIONAL DEVELOPMENT

In 2019, a total of \$198,021 was spent on staff professional development.

STRATEGIC PLANNING

2020 STRATEGIC PLAN

In 2015 the College worked on developing its Strategic Plan. It was completed at the end of 2015 and is titled 'GT 2020 – Join the Journey'. The plan, still current for 2019, details five key focus areas of:

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