

St Joseph's College  
witness learning  
respect  
determination  
courage faith  
leadership resilience  
St Joseph's College  
Hunters Hill



Annual  
Report  
2006



## Contents



Message from the Provincial .....	4
Message from the Headmaster .....	5
Higher School Certificate results .....	5
School Certificate results .....	8
Academic achievements .....	9
Improvement targets .....	10
Parent, student and teacher satisfaction .....	10
Professional learning .....	11
Teacher standards .....	11
Teacher attendance and retention rates .....	11
Student attendance and retention rates .....	12
Enrolment patterns .....	12
Post-school destinations .....	12
Enrolment policy .....	14
Respect and responsibility .....	13
Discipline policy .....	16
Child protection policy .....	17
Complaints and grievances .....	16
Student welfare .....	17
Financial information .....	18

# *In Meliora Contende*



# St Joseph's College



125 Years in the Making

## Annual Report 2006

## Message from St Joseph's Governing Body – the Provincial



2006 WAS YET ANOTHER YEAR OF ADVANCEMENT with the comprehensive Strategic Plan that is currently guiding the direction and emphases of the College. This bold initiative, which began under the direction of Br Paul Hough, continued with the same momentum when

*"2006 was marked by a spirit of vitality, all the while attentive to core Catholic values that direct the College as an authentic work in the Marist tradition."*

a new Headmaster assumed leadership of the College at the commencement of Term 2. Mr Ross Tarlinton is the first Lay Marist to lead the College in its 126-year history and he has assumed this mantle with vigour and professionalism.

Further changes to the College's Leadership Team have more closely aligned this key group with the aspirations of the Strategic Plan. In particular, the appointment of a Director of Teaching and Learning has given further momentum and attention

to the College's aspirations to continue to provide the boys with a rigorous and contemporary curriculum that is responsive to the signs of the times and comprehensive in its offerings.

In assisting the delivery of this broad range of curricular offerings, the College has embarked on a thorough and wide reaching master planning exercise to further improve capital facilities that help make learning happen more effectively. Master planning will assume a high priority in 2007 and this will be matched by attention to the structure that delivers the College's business services.

2006 was marked by a spirit of vitality, all the while attentive to core Catholic values that direct the College as an authentic work in the Marist tradition.

Br David Hall FMS  
Executive Director  
Marist Ministries Office



## Message

### Headmaster's



CHANGE CAN BE A DIFFICULT PROCESS, with a community's response the tangible measurement of its culture, its respect for tradition and ultimately, its trust. Without these values, change cannot succeed – it becomes an imposition. At St Joseph's College, the support received from our staff, students and wider family enabled changes made during 2006 to compliment our strengths, allowing us to prepare for the future with tenacity and vision.

For St Joseph's, 2006 will be remembered by its community as a year when we paused, checked the pulse of change being embarked upon, then strived with determination to respect and build upon our 125 Year history while embracing broad changes to our enrolment policies and leadership structures.

Being appointed as the College's first lay Headmaster during 2006 provided an historic turning point for St Joseph's, where the Headmaster traditionally came from within the Brothers' Community, and a unique opportunity to be part of this great College. It presented an opportunity to build on the already strong relationships between Marist Brothers and lay educators. As such, the transition, under the guidance of the Provincial,

provided a concrete example of the strong culture and spiritual guidance our great school enjoys.

While the College continued enrolling Day Boys during 2006, into what was traditionally a Boarding school, some questioned whether the 'Joeys culture' would change. To date, the diversity and balance we aim to achieve in our enrolments complements the learning experience for country, international and local students.

These successful transitions are 100 per cent attributable to the attitude of our staff and students and the cohesion of St Joseph's wider community. I commend and thank all involved for their positive support and encouragement during this important time.

In the following pages of the 2006 Annual Report, you will read of students who, with will and courage, also contributed to the continuing success of

St Joseph's. Through academic endeavour, rigorous training and spiritual passion, our students extend the boundaries of what is achievable when commitment and perseverance play paramount roles in the business of education.

Through these examples, the College's aim of providing life, learning and leadership experiences

for our students helps us achieve the Mission set by St Marcellin Champagnat of educating young men of honour and integrity to take their place in the world.

Underpinning these Marist traditions are the Brothers who live and work at St Joseph's and who continue to set the benchmark by which our boys strive to live their lives with grace, humility and service.

In providing a quality education within a Catholic framework, a cohesive College family and a vision as set by our Strategic Plan, St Joseph's is ready to embrace the next 125 Years with distinction in our classrooms, valour on our playing fields and spiritual guidance in the minds and hearts of all who share our commitment.

We celebrated 125 Years of education at St Joseph's during

*These successful transitions are 100 per cent attributable to the attitude of our staff and students and the cohesion of St Joseph's wider community.*

2006, let's now celebrate the achievements gained by our staff and students during this historic year, and applaud the attitude, perseverance and resilience shown by our boys to accomplish personal goals and realise long-held dreams.

Ross Tarlinton  
Headmaster



## 2006 Higher School Certificate Results

THE GRADUATING YEAR 12 CLASS OF 2006 HAS BROUGHT GREAT CREDIT TO BOTH THEMSELVES AND THE COLLEGE following the release of their Higher School Certificate results and University Admission Index rankings. These students are to be commended for both their fine individual results as well as the significant improvement demonstrated by this cohort relative to the corresponding HSC results from the previous year.

### IN SUMMARY THE FOLLOWING RESULTS ARE WORTHY OF NOTE:

- Five of our students will receive a Premier's Award after scoring 90% or better in 10 or more units of study of – William Clarke, Cameron Handford, Tobias Harwood, Junhwan (Alex) Joung and Geoffrey Keighley.
- The College received 182 mentions on the official Board of Studies Honour Roll which includes any mark of 90% or better in any course (127 mentions in 2005). These 182 mentions were gained by a total of 82 different students (64 students in 2005) with 47 mentions in Mathematics courses and 16 in English courses (35 and 6 respectively in 2005).
- The percentage of students achieving Band 6 results in any 2 unit course improved from 10% of all results in 2005 to 14% this year while the percentage of Band 5 results increased from 31% to 32.6% over the same period. Similarly the percentage of students from SJC achieving the top Band in Extension courses (E4) increased from 21% to 28% of all extension results over this same period.
- Results for English (the only mandatory course in the Higher School Certificate) were again most pleasing. In English – Standard, 65% of our students gained a Band 4 result or better (ie a mark of 70% or higher) compared with 34% across the State, in English – Advanced, 100% of our students gained a Band 4 result or better compared with 82% across the State and in English as a Second Language 100% of our candidates gained a Band 4 result or better compared with 61% across the State.
- Other individual courses to achieve commendable results compared to State figures include the following which had 100% of the College candidature achieving a Band 4 result or better (ie 70% or higher) – Agriculture, Engineering Studies, Drama, French Continuers, Latin Continuers, Music 1, Studies of Religion – 2 unit and Visual Arts.
- Of the 39 different courses attempted by this cohort, 33 courses achieved a College-average examination mark above the State-average examination mark.
- In 14 of these 33 courses the difference above the State average was 5% or above. These courses included Music 1 (16.63% above State average), History Extension (12.88%), Studies of Religion 2 unit (12.75%), English as a Second Language (10.19%), Ancient History (9.03%), Drama (8%), Information Processes and Technology (7.46%), Visual Arts (6.97%), Geography (6.66%), English – Advanced (6.54%) and Primary Industries (6.54%).
- 27 of the 39 courses completed in 2006 demonstrated an improved performance relative to the State average between 2005 and 2006. For 11 of these 27 courses, 2006 was the second successive year of improving their overall performance relative to the State average.
- Ten Year 11 students participating in the College Accelerated Mathematics program completed HSC courses in Mathematics and Mathematics Extension 1 with the best performances achieved by Shaun Jones (96% and 45 out of 50) and Benedict Choy (95% and 45 out of 50).
- Four students were successful in having their Visual Arts major works selected for inclusion in the ARTEXPRESS exhibitions in early 2007 – Gregory Constantine, Anthony Franco, Richard Gray and Thomas Williams.
- In terms of University Admission Index rankings, the College has received notification from the following 12 students with Index scores above 98: Junhwan (Alex) Joung – 99.95, Tobias Harwood – 99.55, William Clarke – 99.15, Geoffrey Keighley – 99.10, Cameron Handford – 99.05, Pierce Hartigan – 98.75, Billy Cheung – 98.75, Jack Reuter-Town – 98.65, Darren Seeto – 98.35, James McMahon – 98.10, Hugh Le Lievre – 98.05 and James Curry 98.05. From these excellent figures, and the increased number of students achieving an Index of 90 or above, it is evident that this is the best performance by any Year 12 group since the introduction of the new Higher School Certificate in 2001.





ACROSS THE WHOLE COHORT THE FOLLOWING PATTERN OF BAND RESULTS OCCURRED IN 2006:

2006 Band results (by number and %) for all 2 unit courses*		Corresponding % in 2005
Band 6	153 = 14%	10%
Band 5	356 = 32.6%	31%
Band 4	387 = 35.5%	41%
Band 3	143 = 13.1%	16%
Band 2	42 = 3.8%	2%
Band 1	10 = 0.1%	0.1%

(\* Total of 1091 individual SJC student results in all 2 unit courses, including 1 unit Studies of Religion)

These figures indicate a significant improvement on performance in 2006 compared with 2005 in terms of the higher percentages in Bands 5 and 6.

2006 Band results (by number and %) for all Extension courses*		Corresponding % in 2005
Band E4	29 = 28%	21%
Band E3	44 = 42.3%	56%
Band E2	27 = 26%	22%
Band E1	4 = 3.8%	2%

(\* Total of 104 individual SJC student results in all Extension courses)

## 2006 School Certificate



## Results

**ANALYSIS OF RESULTS FROM THE EXTERNAL EXAMINATIONS** completed by the Year 10 School Certificate class of 2006 indicates commendable performances across all six subject areas examined. These results show that:

- The average examination mark for SJC cohort was above the State average in all six subjects examined. The difference above State average ranged from 4.22% for English Literacy through to 7.53% for Mathematics (see table below). It is also worth noting here that difference of the College-average above the State-average increased in the five main subject areas of English, Mathematics, Science, Australian History and Geography between 2005 and 2006.
- A significantly higher percentage of SJC students scored in the top 2 Bands (ie Bands 5 and 6 indicating a mark of 80% or higher) compared to overall corresponding State percentages. The highest difference in this

comparison was achieved in Australian Geography Civics and Citizenship where 57.95% of SJC students scored Bands 5 or 6 compared with a State percentage of 30.91% (also see table below)

- Similarly a significantly lower percentage of SJC students scored in the lowest 2 Bands (ie Bands 1 and 2 indicating a mark of 59% or lower) compared to overall corresponding State percentages. Taking each student's six examination results multiplied by the 176 students in the College Year 10 cohort (a total of 1056 results), only 15 results were 59% or lower (ie Bands 2 or 1).
- In the area of Computing Skills which was a mandatory area of assessment for the first time in 2006, a total of 145 SJC students were assessed to be Highly Competent (a mark of 80% or higher) and the remaining 31 students were Competent (a mark of 50% or higher).

**IN SUMMARY THESE RESULTS CAN BE SEEN IN THE FOLLOWING TABLE:**

Subject	SJC exam average (%)	State exam average (%)	% of SJC in Bands 5 and 6	% of State in Bands 5 and 6
English – literacy	78.33	74.11	45.45	30.8
Mathematics	75.40	67.87	34.65	19.42
Science	78.87	72.86	48.86	29.48
Aust. History, Civics & Citizenship	77.95	71.00	44.31	23.97
Aust. Geography, Civics & Citizenship	81.54	74.38	57.95	30.91
Computing Skills	85.12	80.56	100	97.73

- Five of our students will receive a Premier's Award after scoring 90% or better in 10 or more units • • •





# Academic achievements: school performance in State-wide tests and examinations including comments on value added

## ELLA AND SNAP RESULTS

### SUMMARY

In 2006 St Joseph's College continued to participate in the English Language and Literacy Assessment (ELLA) and the Secondary Numeracy Assessment Program (SNAP) with the diagnostic testing of all our Year 7 and Year 8 students.

**YEAR 7:** The following table illustrates the percentage of students in Year 7, 2006 who achieved the national benchmarks in reading, writing and numeracy as at the time of ELLA and SNAP testing early in 2006.

	2006	Corresponding percentage in 2005
Reading	93%	95%
Writing	93%	98%
Numeracy	86%	88%

Benchmark figures for Spelling are not available.

**YEAR 8:** Upon analysing Year 8 results, a significant improvement in the standard of literacy and numeracy is evident compared with their results when tested in Year 7, 2005. This has resulted from twelve months of concentrated instruction in these vital areas during their first year at the College.

The percentage of the St Joseph's Year 8 cohort in either the "High" or "Proficient" categories for ELLA is above the comparative State-wide total for all students tested in all areas of assessment. In Writing, the percentage of our students in the top two categories was 99% [88% for State], 96% for Reading [88%], 96% for Language [88%] and 98% for Literacy [89%]. These figures reflect

a marked increase in the percentage of St Joseph's College students in the highest of these categories – Writing up 22%, Reading up 17%, Language up 3% and Literacy up 21% since Year 7.

**SNAP RESULTS** indicate a marked increase in the percentage of students in the top two categories in four areas of assessment – Numeracy up 3%, Number up 10%, Data up 5% and Patterns and Algebra up 4% with the remaining two areas of Measurement and Space maintaining their percentage of students at this level. Over this same period there has been a decrease in the percentage of our students in either the Elementary or Low categories in five of the six areas of assessment.



## School-determined improvement targets

### Teacher Satisfaction

### Parent, Student and



ST JOSEPH'S IS FORTUNATE TO have an active Parents and Friends Committee which invites members of our community to actively participate in College life through fundraising and community days such as the Spring Fair. Discussions with the Committee's President, and feedback gained from informal groups, suggest that parents are well satisfied with the direction the College is taking in both educational initiatives and proposed upgrades to facilities and technology.

**LEADERSHIP OPPORTUNITIES FOR** students provide experiences for self growth, personal goal setting and the opportunity to be a Witness to the Marist principles upheld by St Joseph's. Annual events, such as the Sony Marist Children's Holiday Camp and Mission Week, allow young



men time to reflect on the practical applications of Christian Ministry. During 2006, interviews with the young men involved in these programs provided feedback about their worth and contribution to the students' own personal development. Consequently, there is a high level of respect within the student body between year groups and cultural groups which help promote unity within the College.

**FEEDBACK FROM TEACHERS AND HEADS OF** Departments indicate a positive attitude towards many of the recent initiatives implemented, including a new lay Headmaster and changes to policies and procedures which are helping maintain St Joseph's reputation as a vibrant work environment where professional development is encouraged.





## Professional learning, teacher standards, teacher attendance and retention rates

### PROFESSIONAL LEARNING:

Throughout 2006 all College staff were provided with the opportunity to participate in a variety of professional learning experiences either on a whole staff basis, a faculty basis or individually.

The main focus for staff was the further development of St Joseph's pastoral care program, culminating in a working party which set strategic goals and areas of attention for coming years.

Each faculty continued to make constructive use of the regularly timetabled ICT training

periods allocated throughout the normal fortnight timetable.

Another key area of professional development, addressed for the first time, was a Leadership Training course conducted throughout the year for a selected group of 15 middle-management staff. This course proved to be very successful with plans made to continue offering it to a new group of staff each year. To assist in covering the cost of this course, funds awarded to the College through the Australian Quality Teacher Program were directed to this activity.

The College was fortunate to be able to send key Boarding staff to

two main conferences conducted in 2006. Two staff attended the Biannual Marist Boarding Schools Conference held at Cairns and five staff attended the Biannual Australian Boarding Schools Association Conference held at Coolangatta.

In addition to these main areas of learning, many teaching and administrative staff attended in-service courses provided by either the Catholic Education Office or the Association of Independent Schools. These courses focused mainly on understanding new syllabus content issues or improving the teaching and management techniques of staff.

### TEACHING STANDARDS:

Category	Number of teachers
(a) Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	106
(b) Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	5
(c) Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0

### TEACHER ATTENDANCE AND RETENTION RATE :

In 2006 the average daily staff attendance rate was 98%.

The proportion of staff retained from 2005 was approximately 88%.

## Student attendance, retention rates, enrolment patterns and post-school destinations

### STUDENT ATTENDANCE:

98% of students attended school on average each school day in 2006

### STUDENT RETENTION RATES:

179 students completed their Stage 4 (Year 10) schooling at the College in 2004. Of these approximately 96% continued on into Years 11 and 12 and with new enrolments, the graduating Year 12 class of 2006 was a total of 203 students. These figures are consistent with the pattern of enrolment and retention since the most recent developments in boarding accommodation for Years 10, 11 and 12 became operational in 2001.



### ENROLMENT Mix 2006

Year	Full Boarding	Weekly Boarding	Boarding Total	Day	TOTAL
7	37	15	52	57	109
8	50	13	63	60	123
9	70	21	91	50	141
10	103	39	142	36	178
11	125	71	196	8	204
12	124	78	202	1	203
Total	509	237	746	212	958

### POST SCHOOL DESTINATIONS:

Based upon the information available to the College at the time of preparing this report, the destination of students leaving Year 12 in 2006 is:

- 65% are undertaking tertiary studies at University
- 5% are undertaking study through a TAFE of the equivalent
- 20% entered the workforce including many returning to work on family rural properties
- 6% either returned home overseas or travelled overseas for a 12 month period
- 4% are undertaking a GAP year usually under an annual exchange program with a College in the United Kingdom.



## Respect and responsibility

As a Catholic school in the Marist tradition, the College actively works to promote and provide opportunities for the students to develop a sense of respect and social responsibility in the students. Whilst the staff works together with the parents to ensure the care and support of each student in both the day and boarding school environment to engender a sense of well-being and self esteem, the College offers a number of opportunities where students are able to develop a sense of respect and compassion for others in the wider community and world.

In 2006 the College continued its 'Muslim – Christian Dialogue' with the girls at Wiley Park Girls High School. This program, aims to develop in the senior students from both schools an understanding of and respect for the diversity of religions and cultural backgrounds to be found in Australia today.

The College also continued its Ministry and Service Program in 2006, giving

all our Year 11 students an opportunity to undertake a four-day experience working with the poor and marginalised.

This involved the students working in an organisation caring for the poor and marginalised in our community including the homeless, aged, drug dependent, mentally and physically disabled, indigenous and refugees.



Our Year 11 students are also provided the opportunity of serving meals and providing companionship to homeless men at the Matthew Talbot Hostel in Sydney on a voluntary basis on a Friday evening.

Students throughout all years had the opportunity of exhibiting solidarity through their participation in our own Lenten Appeal and collecting for various charities.

In 2006 our Lenten Appeal collected approximately \$12,000 for both Caritas Australia – the Catholic Church's Overseas Aid and Development Agency and Marist Asia Pacific Solidarity – the aid and development

agency of the Marist Brothers.

As well as this, many students collected for charities such as the Salvation Army Red Shield Appeal, Cystic Fibrosis and Cancer Council.

From Thursday December 7 to Sunday December 10, St Joseph's College hosted the third Marist Childrens' Holiday Camp welcoming 40 children with disabilities to the College for the four day camp.

100 Students from St Joseph's College accompanied by students from neighbouring girls' schools became 24 hour Companion Carers for the children. Over the four days, the student carers were supported by 50 teachers, nurses and numerous members of the St Joseph's Community including parents. The carers of the children with disabilities, whose ages ranged from five to sixteen, were the real heroes of the camp by feeding, toileting and entertaining the children for the entire four days.

“The students develop a sense of respect and compassion for others in the wider community.”



## Enrolment



## policy

### PURPOSE:

- To clarify the policy and processes by which a boy is enrolled at St Joseph's College
- To provide an outline of enrolment procedures

DATE OF INTRODUCTION: February 1, 2004

DATE OF REVIEW: December 1, 2006

RELATED DOCUMENTS: Prospectus, Admission Package

RELATED FORMS: Enrolment Application Form

RELATED POLICIES: Privacy Policy

### POLICY:

**ST JOSEPH'S COLLEGE, HUNTERS HILL PROVIDES** a Catholic Secondary education for boys according to the tradition of Saint Marcellin Champagnat and the Marist Brothers.

Applications for enrolments for boarding, weekly boarding and day students are accepted from parents/guardians both in Australia and from overseas who agree to uphold the aims of the College and who complete the required documentation.

In the spirit of Marist education, priority in enrolment at St Joseph's College is given

to siblings of current students, sons of 'Old Boys' and transfers from other Marist schools. Special consideration will always be given to families from country NSW and especially to families in isolated locations. The emphasis on the family gives witness to our Founder's desire to encourage a family spirit within our schools and communities.

Acceptance of enrolments is at the discretion of the Headmaster. Criteria, other than the above, may be used to determine a priority.



## PROCEDURES:

In determining priority in enrolments at St Joseph's College, the following criteria are taken into consideration:

- date of initial application
- a satisfactory current report from their school
- commitment to supporting the College, its particular character and its unique mode of operation
- ability to meet the fees and other charges as agreed
- commitment to making a contribution to the life of the College

Preference will be given to:

- Catholic boys from Catholic schools
- Catholic boys from other schools
- other denominations from Catholic schools

As stated in the enrolment policy, special consideration in determining priority will be given to sons and brothers of Old Boys of St Joseph's College, boys with Marist affiliation and transfers from other Marist Schools.

## PROCESS:

An *Application for Enrolment* is to be completed by the intending parent/guardian and returned to the Registrar's Office.

When processing the application form, the following needs to be attached or the application will be deemed incomplete and will proceed no further:

- a \$110 application fee
- a copy of the boy's Birth Certificate
- results of Year 3 or Year 5 Basic Skills Tests (where applicable)
- most recent school report (if student is in Year 5 or above)
- any applicable legal papers or court orders

The final section of the application form must be signed by the parent/s or guardian/s with whom the child resides.

Approximately two years prior to the applicant's commencement of school, all received applications for that year will be reviewed by the Headmaster and a 'first round' of those to be offered an interview will be contacted. If successful at the interview stage, the family is sent a letter offering their boy/s a place. To confirm the offer and claim a place at St Joseph's, a Registration Fee must be paid. The parent/s or guardian/s and the intending student are required to sign and return to the College a 'Conditions of Admission' form, indicating that they have read and agree to uphold these conditions.



## Discipline



### policy

#### SYNOPSIS:

- Operating within the spirit of St Marcellin Champagnat, St Joseph's helps students develop self-discipline through students taking the responsibility for, and the consequences of, their actions and decisions.
- Discipline is characterised by justice, love and belief in the student and operates within the framework of Christian reconciliation.
- No form of corporal punishment is used at St Joseph's College.

#### UPDATE:

- Policy reviewed during September 2006.

#### ENCOMPASSING:

Advice to teachers, procedural fairness, systematised disciplinary arrangements and student expectations and responsibilities.

The full policy may be accessed on the College website at [www.joeys.org](http://www.joeys.org).



## Complaints and grievances

#### SYNOPSIS:

This policy provides a framework for persons within the SJC community, a timely and fair resolution of complaints in a fair and transparent manner.

#### UPDATE:

Policy reviewed during September 2006.

#### ENCOMPASSING:

Procedures and processes, confidentiality records, grievance procedures, natural justice and communication

The full policy may be accessed on the College website at [www.joeys.org](http://www.joeys.org)



## Child

### SYNOPSIS

- To provide a safe, secure environment for every student at the College
- To inform staff of their moral and legal obligations
- To provide clear and unambiguous procedures
- To comply – and be seen to comply – with Church guidelines and statutory requirements in this area

### ENCOMPASSING

- Definitions, roles and responsibilities, notification guidelines
- The full policy may be accessed on the College website at [www.joeys.org](http://www.joeys.org)



protection

## Student welfare –

### SYNOPSIS

Within the College's Catholic framework, the role of care, consideration and respect for both the individual and the community is discussed at length. A student's right to feel protected, nurtured and valued provides opportunities for members within the College to demonstrate these Christian values.

### ENCOMPASSING

- Definitions, strategies, incident management, consequences
- The full policy may be accessed on the College website at [www.joeys.org](http://www.joeys.org)



bullying and harassment

## Financial

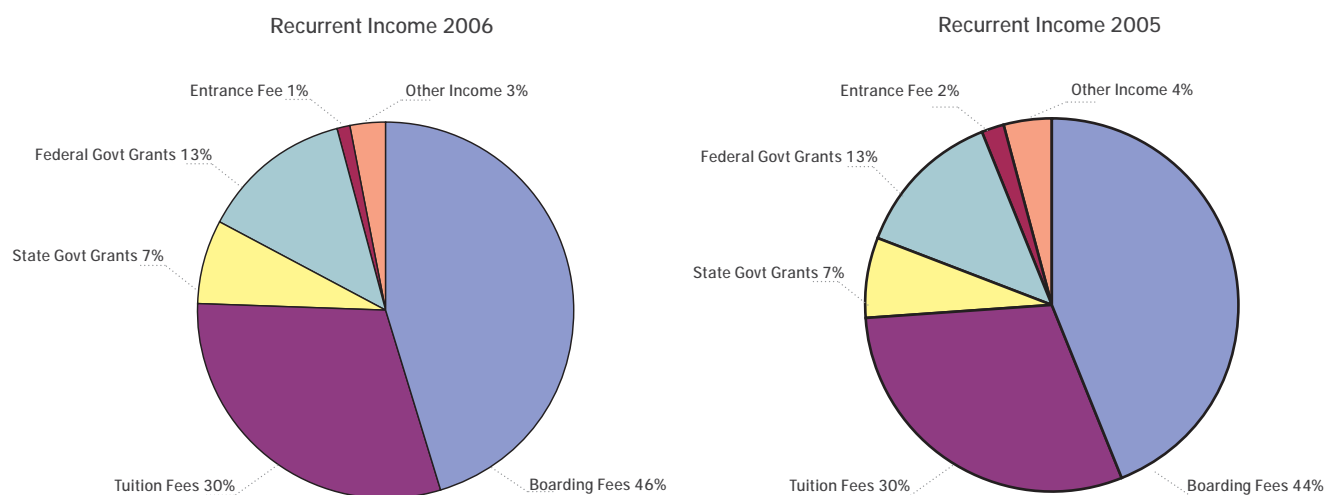
RECURRENT INCOME ROSE BY **3.4%** IN **2006** AS A RESULT OF:

1. Increase in student numbers in 2006 was 6 to 962, a percentage increase of .006%
2. Increase in tuition and boarding fees revenue for 2006 was 3.9%
3. Increase in government grants per student of 9.7% from the State government and 4.4% from the Federal government
4. Revenue from other sources such as letting of boarding facilities in non-school periods has contributed to income for the school

The financial position of the College in 2006 remains in good shape. The college is continually striving to ensure that it provides, maintains and improves educational standards for our students. The facilities provided for students are of the highest quality. This can only be done if the College has a strong financial base.

### COLLEGE INCOME

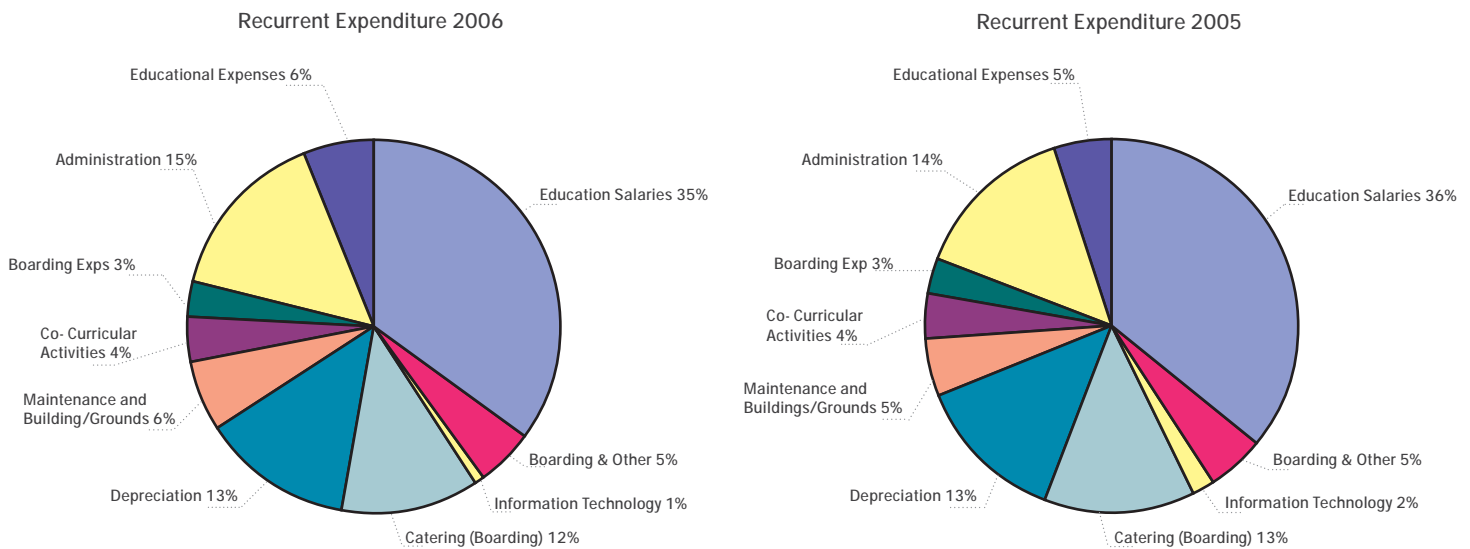
An analysis of St Joseph's recurrent income during 2006 by categories is compared with 2005 in the graphs below.





## COLLEGE EXPENDITURE

An analysis of St Joseph's recurrent expenditure during 2006 by expense categories is compared with 2005 in the graphs below.



## RECURRENT EXPENDITURE ROSE BY 3.1% IN 2006 AS A RESULT OF:

1. Increase of 4% to the award rate in January 2006.
2. Catering expenses decreased in 2006 by 6.3% due to changes made under the new contract.
3. Maintenance – building and grounds increased by 17%, resulting from a need to carry out programmed maintenance on areas within the College.

## INFORMATION TECHNOLOGY

In 2006 the College advertised for an ICT Manager, prompting St Joseph's to reduce its 2006 IT expenditure with the view of a major upgrade of facilities commencing in 2007.

## WATER STORAGE

The installation of an 80,000 litre water tank during 2005 on the lower park oval reduced town water consumption to nil. Planning for the installation of a further water storage tank on our number one oval is well underway.

## BURSARIES

The College supports a number of students whose families are experiencing hardship caused by illness, financial difficulties, the drought and other reasons. This is being done through the Old Boys Union and the generosity of past and present parents.

Mr Peter Collins  
Finance Manager

# St Joseph's College

Hunters Hill

## Annual Report 2006



In 2006, St Joseph's celebrated its 125th Year of educating young men for life, learning and leadership. We look forward to embracing the next milestone with the same enthusiasm, vigour and faith which characterises all that is Joeys. Join us by encouraging our next generation of young men to make their mark in our communities, through a solid commitment to the values St Marcellin envisioned when he first began educating young men.

