

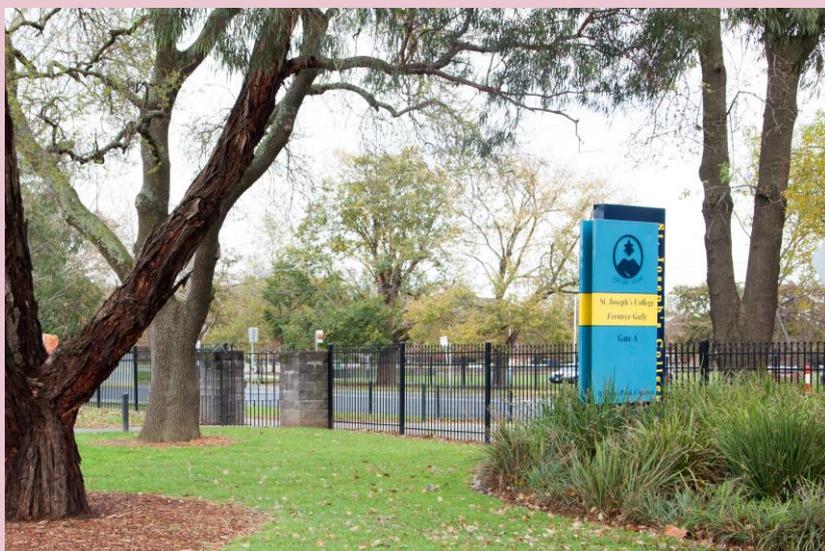
# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY

2017



## ST JOSEPH'S COLLEGE, FERNTREE GULLY



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## Minimum Standards Attestation

I, Catherine Livingston attest that St Joseph's College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

21 May 2018

## Our College Vision

St Joseph's College is a school in the tradition of Saint John Bosco. As such, one of its foundational aims is to provide a climate where the Gospel is known, lived and loved so that students may be nurtured in the Christian faith and their commitment to Jesus Christ.

### General Aims and Values:

- To be a Catholic community of adults and young people working and living in mutual respect and harmony within an open, secure and happy atmosphere;
- In the tradition of Salesian education, to provide a climate where the Gospel is known, lived and loved so that students may be nurtured in the Catholic faith and their commitment to Jesus Christ;
- To help students recognise their academic ability and to accept responsibility for its development;
- To maintain a curriculum aimed at the acquisition of values and the discovery of truth;
- To provide a learning environment commensurate with individual abilities and interests; and
- To help students acquire a sensitivity to the views, lifestyles and beliefs of others.

At St Joseph's College, our mission is expressed through our commitment for all students to share in the light of Christ so that they can develop into mature, faith-filled young men able to thrive in an ever-changing world. We are fortunate enough to be founded in and supported by the charisma and heritage of the Salesians of Don Bosco. About five years ago Salesian educational leaders from around Australia came together to reflect on the values that should be important in Salesian Schools. It was decided quite early that a measure of success in a Salesian school should not be based on a narrow empirical set of data but within a broader human and faith context. The group emerged from their deliberations with a charter of belief statements which were to become the pillars of Salesian education in Australia.

In keeping with the Spirit of Saint John Bosco whereby *education is a matter of the heart* and leads young people to know *that they are loved*, the Salesian school community of today is challenged to be:

- A Home that welcomes
- A Parish that evangelises
- A School that prepares for life
- A Playground where friends meet and enjoy themselves

### A Home that Welcomes

One of the hallmarks of St Joseph's College is the homeroom pastoral care structure. From the beginning of Year 7 every boy can be confident in the fact that he is known. Don Bosco once said:

*"The greatest happiness for a child is to know he is loved."*

Every parent can take comfort in the knowledge that there is a team of supporters gathered around each boy to nurture his wellbeing. Year Level Leaders and school counsellors have worked tirelessly to ensure that the social/emotional needs of boys are met. These people and others have spent much of their time encouraging in our boys an attitude of optimism and a conviction that life is fundamentally worthwhile.

### A Parish that Evangelises

It is our hope that each boy can develop a deeper understanding and engagement with his faith and spirituality. These connections not only happen in the RE classroom, liturgy or retreat day – as important as these opportunities may be – they happen through every interaction with all staff and with each other. We are grateful for the commitment our teachers make in modelling these behaviours. We are grateful to the Salesians of Don Bosco and our Parish Priests for the constant guidance, reassurance and practical assistance they provide in this most important aspect of College life.

### A School that Prepares for Life

The educative programs provided by St Joseph's continue to grow and flourish. One of the most significant aspects of this has been the development of increased pathway options for the boys. The College is always looking for ways to provide increased opportunities for boys to find their individual pathway. We aim to deliver on what we call pathways for all. This is a concept whereby students are assisted to find pathways to university, TAFE and training or to employment. There is an old saying that if you stand for nothing, you will fall for anything and so we believe that the development of a values system is a key part of preparing the boys for life. Our Life Skills program and our Salesian approach of deep, supportive relationships between students and staff inherently position our boys to be readier for life. The Occhiena Centre provides another important layer of support to this idea of a school preparing our funded boys with specific needs for life. The Learning Tutors who work with individual boys and groups every day are pivotal to the success of this program.

### A Playground where Friends Meet and Enjoy Themselves

The playground at St Joseph's is a vibrant and energetic place. It is place where boys develop strong bonds of friendship and their skills are tested. Like anything else in a school of over 1,000 boys, these activities need to be guided and supervised. I would like to pay particular tribute to the way in which the teachers, Learning Tutors and Salesians of St Joseph's have actively sought ways of supporting our students in their recreation time at school. I would particularly like to thank staff who have gone beyond their prescribed duties to support the boys at this time especially on those cold Ferntree Gully days when a cup of coffee in a warm staffroom may have appeared a more attractive option. These people created occasions for celebration and festivity and provided opportunities for our boys to build positive and inclusive relationships between each other.

Importantly, this is a school where lifelong friendships can be formed and there are legions of stories of how our boys look after each other at school and after their time here as well.



## College Overview

St Joseph's College is a school in the tradition of Saint John Bosco. It has a current enrolment of 1,058 boys from Years 7 to 12, 81 teaching staff and 40 support staff. It is located in the eastern suburbs of Melbourne at the foot of the Dandenong Ranges in Ferntree Gully.

St Joseph's College operates in the tradition of Salesian education utilising the Preventive System whereby our teachers develop caring and nurturing relationships with each student. As teachers, we walk the journey with the boys as they develop into young men. The College motto, *Agite Quae Didicistis*, encourages boys to put into practice the things which they have learnt. Saint John Bosco wanted his students to become good Christians and honest citizens and so do we. It is for that reason that we strive to be a school that is faithful to the Scriptures in what and how it teaches, but also in how we relate to our boys.

St Joseph's College Ferntree Gully is a dynamic learning community where the thrust to continuous improvement is evident. It is a place of opportunity and possibility for all students and significant efforts are made to provide an environment and curriculum in which all can learn. Strong relationships are at the heart of learning at St Joseph's.

The College operates with two campuses – Brenock Park, or Main Campus, and Valdocco, the Year 9 Campus. The Main campus is comprised of Years 7–8 and Years 10–12. It is well-resourced with extensive facilities, including science laboratories, a music complex, drama space, art and visual communication rooms, a well-equipped stadium and ovals, the Occhiena Centre (for special needs students) and the outstanding Carroll Centre for vocational education.

The Year 7 Learning Enhancement Achievement Program (LEAP) is designed to provide a smooth transition into secondary school. The homeroom teacher is responsible for English, Mathematics, Science and SOSE, allowing them to develop relationships and make connections while meeting the personal learning needs of those in the homeroom. LEAP is complemented by LEAP Plus in Year 8. At this level, students have a core teacher for English and SOSE while other teachers work closely with homeroom teachers to facilitate individual learning.

At the senior levels, students are offered both academic and vocational pathways. Boys have a wide range of subjects to choose from and many extra-curricula activities to draw upon – sporting, social justice, community service, cultural or academic. Religious Education is central to the mission as a Catholic school and is compulsory for all students.

At the Valdocco Campus a special program has been developed to address the learning and social needs of Year 9 students. The campus is staffed by a core group of teachers who provide students with a curriculum that is engaging and relevant to their current needs. The curriculum is structured into three sessions. The morning session, Foundations, emphasises the core skills of Literacy, Numeracy and Religious Education. The second session, Discovery, provides practical links to the world and encourages higher order thinking skills. In the third session, Challenge, students pursue individual interests.

## Principal's Report

It is challenging to attempt to capture the life of St Joseph's College in a few words. The opportunities that students have to immerse themselves in the life within and beyond the College are many and varied. Of course, this is important, as the very reason the College exists is to ensure that the young men in our care embrace life in every way in the context of our Catholic tradition.

I remain grateful to the St Joseph's College staff who excel in the way they offer their skills and talents each and every day. In the spirit of St John Bosco, staff uphold our core principles of being a home that welcomes, a parish that evangelises, a playground where friends meet and enjoy each other's company and a school that prepares for life.

This year, we welcomed Father Martin Tanti sdb as our College Rector. Together with Father Jim Acreman sdb and Brother Michael Harris sdb, Father Martin has continued the legacy of keeping the Salesian spirituality, culture and history alive and at the forefront of all we do.

A strategic focus for the College has been to develop the College Masterplan 'Towards 2040 – An Adventure in the Spirit'. Working closely with Cox Architecture and Montlaur Project Managers, the College has further progressed its Masterplan.

There have been several initiatives taken up throughout the year. The inaugural Year 10 Alpine Experience to Falls Creek complemented the suite of programs in Outdoor Education. For the past two years, planning has taken place to ensure we are learning more about our Indigenous culture, heritage and spirituality which culminated in the introduction of the Year 10 Yingadi Immersion to Lake Mungo in August.

I acknowledge and thank all staff for their support and great commitment to me, to each other and to our students. Thank you to my Personal Assistant, Ms Janelle Spring, who provides me with incredible support each and every day. I am indebted to the members of my Leadership Team for their dedicated work in ensuring our students have every opportunity.

Father Alan Fox, President of the Canonical Administrators and Chair of the College Board, has provided unwavering support, guidance and wisdom. Father Alan has remained steadfastly supportive of the strategic direction of the College for which I am most grateful.

Ms Cathy Livingston  
Principal 2017



## College Board Report

Over the last 12 months, the College Board has focused on such matters as the continuing development of learning and teaching, the genuine priority we need to continue giving to student well-being, and the efforts of our College Staff, across all levels, to both review and improve the curriculum.

The College as a whole, inclusive of its Board, and especially staff in leadership, have put considerable efforts into both understanding and implementing the new Child Safe Standards, namely the Victorian Government's response to the Betrayal of Trust Inquiry (the 2013 Parliamentary Inquiry into the Handling of Child Abuse by Religious and Other Non-Government Organisations). Suffice to say that we're continuing to refine our awareness of the standards, through our commitment as a College community to their implementation. The safety of all young people in our care has been, and certainly remains, paramount.

Both the College Board and the College Finance Committee, in conjunction with College Staff, have been attending to matters of compliance, and I'd like to express my sincere gratitude to our Principal, Ms Catherine Livingston, along with the other members of the College Leadership Team, for all their efforts to meet any and all of our compliance obligations. I'd also like to sincerely thank our College Business Manager, Mr Gerard Burke, and the administration staff, for all their hard work over the last 12 months. Along with the appropriate attention given to our compliance obligations, Gerard has demonstrated strong financial leadership, ably overseeing the College's movement to an inherently stronger financial position.

In 2017 the College Board also gave significant focus to the implementation of the College Masterplan. We've been primed and ready to move to the second stage of the College Masterplan, having put the first stage in train, however, without the requisite clarity surrounding whether or not the College can purchase some identified land, any movement to the Masterplan's second stage has effectively been put on hold.

On the good (and better) news front, I can report, pleasingly, that the College's financial situation has significantly improved from the challenging, or possibly even precarious, situation it has known in decades past. Mindful of this improvement, the College Finance Committee put forward a recommendation to the Board that a review of the long-standing practice of the College invoicing its owner parishes for an annual financial contribution, be reviewed. This was to ascertain whether or not, this or indeed any alternative levy need remain. This yearly contribution from each of the parishes, i.e. the equivalent to the cost of educating one student for a year (one year's fees), had been in place for more than two decades, given the College's struggle over a number of years to both manage its loan repayments and meet its recurrent expenses. It's also worth mentioning that this levy had in fact proved onerous for a couple of parishes, leading them to make the decision along the way, to refrain from making contributions. What I'm most pleased to report, following a thorough review of the College's financial position, and the Board's endorsement of the recommendation, is that, for the time being at least, the College needn't depend on this financial assistance from its parishes to meet its recurrent costs. In effect, this somewhat relieves any historical tension between the owner parishes, as any difference in, or dependency upon, each individual parish's capacity and/or responsibility to meet this commitment, no longer applied.

The end of 2017 signalled something of an end of an era, with the conclusion to more than 30 years of active involvement and dedicated contributions by both Karen and John Lee to the College community. Karen concluded her time on the St Joseph's staff, and on the College Board representing her membership of the Salesian Pastoral Assembly since its inception in 1995. With Karen retiring, John felt the timing was right to retire from the College Finance Committee after many, many, years of voluntary commitment. Our sincere gratitude must go to both Karen and John for their enormous commitment to St Joseph's College, over such an extended period of time.

Last, but by no means least, I'd like to say a big 'thank you' to the boys of St Joseph's College, to their families, to our dedicated staff, and to my fellow Canonical Administrators, indeed the entire College Board, for their ongoing commitment to provide all St Joseph's students with the best possible opportunities to both learn and mature as young men.

I pray that all our efforts may continue to contribute to the quality of learning at St Joseph's College, and it remains my hope, that as this College's Board, we can continue to make a worthwhile contribution to St Joseph's, through our ongoing commitment in faith, and our desire to give all students attending our College, the best possible foundation on which they will build their futures.

Fr Alan Fox  
Chair of the College Board  
Chair of the College Finance Committee  
President of the Canonical Administrators of St Joseph's College



## Education in Faith

### Goals & Intended Outcomes

#### Goal

That the students and staff of St Joseph's College Catholic community embed the values inherent in Saint John Bosco's call *to be good Christians and honest citizens* in all that they do.

#### Intended Outcome

That the opportunity to be an active member of a Catholic school community be further embraced by students, staff and parents.

### Achievements

The major achievements over the past year:

- The Participation in the Annual Project compassion collection raising over \$18,100 for CARTIAS Australia.
- Salesian Mission Collection to support the Salesian works in the three schools in Samoa by raising over \$8,780.
- Tinnies-4-Vinnies – collection of food and clothing for the Ferntree Gully St Vincent de Paul conference and surrounding area – over 6,700 items of food/clothing/toys. Students also donated \$5,300 to this appeal.



- A new initiative as a part of the Respectful Relationships Program at Year 8, we held the first "Boy and a Shoe Box" project where we made 110 boxes of donated items for women and children seeking refuge from Family Violence. These were gratefully received by the Samaritan Inn.

- Combined School Annual Variety Night with Mater Christi College – \$813 raised for Caritas Australia.



- Staff Reflection Day: With Richard Leonard on the Importance of being aware of our students' social/media world.
- Continued support of the Communities in Kiribati.
- Student participation and representation at parish masses.
- Two students attended Cagliari Immersion to Cambodia.



- Community Days with Mater Christi College (both staff and students).
- College Major events – Easter Celebration, St Joseph's Day, Salesian Action Day, Thanksgiving Mass, Graduation and Memorial Masses.



## VALUE ADDED

**Catholicity – Spirituality Programs and Celebrations**

St Joseph's College is a regional college under the care of the Salesians of Don Bosco. As such, one of its foundational aims is to provide a climate where the Gospel is known, lived and loved so that students may be nurtured in the Christian faith and their commitment to Jesus Christ.

**Celebration of the Sacraments**

Central to Salesian Spirituality is the celebration of the sacraments of Eucharist and Reconciliation. With this in mind, St Joseph's College provides its students with frequent opportunities to celebrate these sacraments, particularly the sacrament of Eucharist.

As part of the Religious Education program, all Year 7 students are timetabled to attend weekly Eucharistic celebrations. Students from Years 8 to 12 are timetabled to attend mass fortnightly. In keeping with our aim of promoting community at St Joseph's, whole school masses are celebrated at significant times in the College year. These occasions include Salesian Action Day Mass, Easter Liturgy at the end of Term 1, St Joseph's Day Mass, Graduation Mass and Mass of Thanksgiving. In order to create links and a sense of community within our wider parish community students from St Joseph's also aid in the presentation of Sunday masses in their own parishes, six feeder catholic parishes, at various times in the year.

**Sacramental Program**

The students who arrive at St Joseph's College come to us from a variety of faith backgrounds as well as being at different stages on their faith journey. In recognition of this fact, all students are invited to seek out relevant staff who will work with the Parish communities and the families assisting with the preparation for the Sacraments which the student may wish to receive. At the conclusion of the program these students are encouraged to seek all or some of the sacraments of Baptism, Reconciliation, Eucharist and Confirmation within their own parish setting or sometimes within the College itself.

### Retreat/Reflection Days

St Joseph's is aware that in order to fully develop the spirituality and faith commitment of its students, opportunities need to be created outside the normal class room situation. All students, therefore, attend retreat/reflection days at each level of their secondary schooling. Each of these days are designed to complement the work done in the religious education classroom and other activities within the College which promote the faith development of our students. Days have different themes but are linked to the foundational philosophy of Salesian Youth Spirituality and the educational philosophy of Saint John Bosco: Reason, Religion and Loving Kindness.



### Social Justice and Community Service

One of the cornerstones of the philosophy of the Salesians of Don Bosco is a strong sense of social justice. As a way of developing this important quality St Joseph's students are encouraged to offer practical support to those in need both within our community and throughout the world. This practical support includes raising awareness and funds for our Salesian missions throughout the world. We continue to work with Mater Christi College in fundraising for CARITAS Australia with our annual Variety Night of Student performances.

Continuing from 2016 another group of 12 Year 11 boys participated in the Vinnies Winter Sleep out. The purpose of the sleep out is to raise awareness of homelessness as an issue, and help to fundraise to support the St Vincent de Paul Society in their work helping the homeless, they students raised awareness and money for this great cause.

Year 9 students again attend a Fair Trade conference and were inspired to look at the way we operate at the College. They continued to discuss and raise awareness of the importance of Fair Trade and consumerism in the first world. The group from 2016, now in Year 10 participated in a program with a Fair Trade and Social Enterprise company to raise awareness for the people in India

### Salesian Youth Festival 'Oz Bosco'

St Joseph's College had the honour of hosting the Annual Salesian Youth Festival. It was a great event where young people from around Australia and the Pacific came together to celebrate, learn and share about their lives, their faith and Salesian heritage. Over the weekend 150 delegates participated in workshops, games, activities and heard inspirational stories from keynote speakers. We had a group of 12 students participate as delegates and we were able to engage over 50 volunteers from the student body and staff to assist over the weekend with catering, music, entertainment and general support throughout the event.

## Learning & Teaching

### Goals & Intended Outcomes

#### Goals

In the tradition of Salesian Education, to provide a dynamic learning environment that meets the needs of all students, the College has high expectations of all, enables students to strive for personal excellence and equips them with transferable life-long learning skills.

#### Intended Outcomes

- Continued improvement in all learning performance indicators across the school.
- That students develop and employ appropriate learning technologies.
- That teachers continue to explore and develop their pedagogical practice to maximise student learning particularly in the delivery of explicit instructions.
- That assessment practices are consistent with and supportive of growth mindset/Assessment for Learning (AFL) approach.

#### Teaching and Learning Intentions

The Teaching and Learning staff at St Joseph's College strive to provide a learning culture that supports the realisation of the learning potential of students and staff alike. This learning culture is one in which all members of our learning community are encouraged and supported to contribute their personal best in all their endeavours. We aim to support the development and maintenance of this learning culture through the continued development and renewal of our teaching and learning programs and policies. These teaching and learning programs and policies are grounded in our Catholic and Salesian traditions and reflect an acute awareness of the uniqueness and true potential of each member of our school community. As a consequence, our teaching and learning programs and policies are layered and accessible, catering for the many and varied learning styles and interest of our students. Our teaching and learning programs and policies will provide opportunity for regular assessment and review with the explicit intention of evaluation for improvement.

#### Teaching and Learning at St Joseph's College is informed and influenced by

- The teachings of the Catholic Church.
- Salesian Educational philosophies and Charter.
- Curriculum guidelines of VCAA (Victorian Curriculum and Assessment Authority) and the CECV (Catholic Education Commission of Victoria) in delivering the Victorian Curriculum, VCE and VCAL.
- State and National Education priorities including: Melbourne Declaration on Educational Goals for Young Australians December 2008.
- Educational research from bodies such as the Commonwealth Government, Tertiary Education institutions and leading educational thinkers particularly in areas that are pertinent to boys' education.
- Colleges and schools that are exemplars of best educational practices.
- The collective wisdom and insights of the St Joseph's College community.

#### The Scope of the Curriculum

Curriculum offerings at St Joseph's College are informed by:

- An awareness of the College Mission and guiding principles.
- Deliberations of the College Board and Leadership Teams.
- Learning Team and Student Management Team deliberations.
- The financial ability of the College to provide the necessary human and material resources.

- Staffing level requirements as determined by the Grants Allocation Committee of the Catholic Education Commission of Victoria, upon which the College is funded.

At St Joseph's College, the Curriculum is employed to realise the goals of the College Mission Statement to:

- be a Christian community of adults and young people working and living in mutual respect within an open, secure and happy atmosphere.
- provide a school climate where the Gospel is known and loved so that students may be nurtured in the Christian faith.
- help students recognise a vocation in life and encourage them to work toward it.
- help students recognise their academic ability and accept responsibility for its development.
- develop and deliver a curriculum aimed at the acquisition of values and the discovery of truth.
- provide a learning environment that encourages the realisation of each student's learning and aspirational potentials.
- help students acquire a sensitivity to 'personal realities' (views, lifestyles, beliefs) of others.

### Overview – Curriculum Program

Religious Education is central to our mission as a Catholic School and therefore is a compulsory subject from Years 7 – 12.

Our Junior School curriculum continues to focus on developing thinking skills, creativity and critical literacies and lifelong learning skills. This is supported by an increasingly differentiated and cooperative-based learning paradigm. Classroom space and architecture have been modified and updated within the Year 7, 8 and 9 classroom areas to support differentiation, cooperative and independent learning needs.

At Year 7, learning dispositions and understandings are developed through a combination of explicit and inquiry-based learning practices. Students are supported to develop these inquiry practices both independently and cooperatively. Inquiry-based learning practices have led to significant improvement in student ownership of their learning.

Cooperative learning is also a feature of staff professional learning teams. Team-teaching practices for core subjects at Year 7 have been implemented in several core studies (English, Mathematics, Religious Education and Humanities). These cooperative practices have led to significant improvement in teaching efficiencies and an increase in the quality and frequency of student/teacher feedback and student support. The pedagogy employed at Year 7 can best be described as pedagogy of engagement.

A feature of our Year 7 (LEAP) and Year 8 programs is the deliberate emphasis on the development of teacher-student learning relationships. The homeroom teacher typically takes the students for two or more subjects maximising the potential for the teacher to personalise the learning for the student. 'Knowing and supporting the learner' is a key tenet of St Joseph's College's approach to boys' education.

Introduced in 2005, our Year 9 Valdocco Program is informed by and builds on the success and innovation of our Junior School programs. The Valdocco experience is undertaken on a separate campus to the main school and focuses on the four R's: relationships, responsibility, rehearsal and reflection.

The program consists of four distinctive parts: Foundation, Discovery, Challenges and the 'Friday Thematic Program'. Studies of Literacy, Numeracy and Religious Education are undertaken in Foundation. The Discovery program includes integrated studies with an emphasis on applied/inquiring learning and higher order thinking approaches. The Challenge program is an elective program that allows students to choose key parts of their learning program as well as develop learning pathways into the Senior School. The 'Friday Thematic Program' component is a series of units undertaken on Fridays that

explore *MySchool*, *MyTown*, *MyCity* and *MyMarket* incorporating Commerce, Geography and Civics and Citizenship elements.

The Senior School includes Years 10–12. VCE practices are incorporated into the Year 10 program. Students are encouraged at Year 10 to undertake *HeadStart* and accelerated (VCE Units 1/2) studies to prepare them for their VCE. Year 10 students also have the opportunity of commencing VET studies in preparation for their VCE or VCAL studies. A broad VCE program with multiple pathways is offered.

All courses are informed by the VELs (Victorian Essential Learning Standards) and the VCE or VCAL Study Designs developed by the Victorian Curriculum and Assessment Authority. Student promotion is conditional upon each student meeting the requirements of the Student Promotion Policy.



Art Work **by** Leo Li (Year 11 2017) – Catholic Education Annual Art Show 'Julia Flynn Memorial Prize' (*best painting*)

In addition, student work from Years 8 to 12 was showcased in the Burrinja Gallery and the Knox Art Festival.



Art Work ('Electric Boogaloo') **by** Jack Nash (Year 11 2017) – **Knox Art Festival** and Catholic Education Annual Art Show

The importance of music in a Salesian school is underlined by the quote from the founder of Salesian Education, Fr John Bosco:

*"A school without music is a school without soul."*



St Joseph's College continues to develop its curricula and extra-curricular music programs. In 2017, subject-based music, was delivered Years 7 to 12. Extra-curricular participation in College Band and College Orchestra continued to increase significantly in 2017. Students had the opportunity to participate in a broad range of musical extra-curricular programs including: College Band, Production Orchestra, Assembly Band, Performance Band, Violin Ensemble, Stage Band and student-run ensembles (flute, saxophone, trumpet and clarinet).

Musical performances throughout the year included: Years 7 and 8 musical soirees, regular lunchtime concerts, orchestral performances at St Jude's and St John's Fairs, Parish Masses, College Assemblies, Primary School visits and the (joint) College Production (*'Mary Poppins'*).



Musical Soiree event, 2017

The (joint) College Production 'Mary Poppins' was a resounding success involving over 40 St Joseph's College students across all year levels, committing fully to the 25 weeks of preparation for the three night performances.



St Joseph's and Mater Christi joint College Production 2017 'Mary Poppins'

**Continued Development and Promotion of Languages and Multi-Cultural Awareness**

Italian and Japanese languages are offered at St Joseph's College. Students had the opportunity to study a language through to Year 12. Several students also included other language studies in their curriculum program (supported by the school).

Improving Asian literacy (language and cultural) is a federal government educational initiative. St Joseph's College was recognised for its commitment to this goal by being awarded as an 'Asian Literate School' in 2012. Japanese language was introduced at Year 8 for the first time in 2012.

Language education as well as multi-cultural awareness remains a key focus of the school. In 2017, 15 Japanese Language students and three staff participated in a Japan Study Tour.



Japan Study Tour: the tour included a homestay component with our sister school (Meikei College) near Tokyo and two weeks touring of the main island of Honshu from Tokyo through to Hiroshima

### **Effective Use of ICT for Both Staff and Students**

At St Joseph's College, students and staff alike have embraced effective use of Information Technologies. St Joseph's College is a 1:1 (computer device) school, and effective use of information and digital technologies remains a key component of the staff professional learning program. Improved student engagement alone is not a valid rationale for the use of any technology; it must also be effectively used.

The use of e-learning programs to promote the development of subject-based study skills rose significantly with the continued use of STILE (pedagogical tool), SIMON (Learning Management System) and in particular, the introduction of EdRolo (subject-based study tool).

The use of programs such as STILE and SIMON continue to support improvements in feedback for learning. As part of the implementation of these programs, ongoing review of their effectiveness and impact is continually undertaken including a review and update of the Digital Technologies Acceptable Use Policy for Students.

### **Raising Student Achievement in Mathematics and Improving Numeracy Skills Across the Curriculum Has Been a Continuing Curriculum Focus in 2017**

Participation rates in VCE mathematics continued to climb in 2017 with most VCE students completing at least one Mathematical study. At a time when participation rates in higher mathematics at VCE level is falling state wide, St Joseph's College continues to attract comparatively high numbers of students to undertake studies in Mathematical Methods and Specialist Mathematics.

### **Use of Year-Level Performance Data to Identify, Support and Monitor Student Achievement**

Data including ACER, NAPLAN, ICAS English testing and VCE results were used to identify strengths and weakness in our programs in 2017. Specifically, this type of data is used to generate discussions with individual students and parents to support modification of learning programs and to inform them of the curriculum decision-making process. For staff, this data continues to be comprehensively used to evaluate program effectiveness and identify areas for further development.

### **Continued Development of Community Partnerships**

Three significant student-led mentoring programs continued throughout 2017. Established in 2016, the Vox Mundi program involves Year 10 students from St Joseph's mentoring students at St John the Baptist Primary School and St Jude's Primary School in Languages education. This program is modelled on the existing Light-House Program.

Lighthouse has been a success over many years, providing Year 10 participants with the opportunity to develop their literacy and mentoring skills, as well as helping to promote strong links between our Catholic Feeder Primary Schools and St Joseph's College.

Over the semester, St Joseph's College students spend a term developing skills in mentoring and they also learnt how to become effective teachers and communicators. In the second term of the program, students spend two hours a week visiting their primary school and working with a group of students on developing a particular project. It is a rewarding but also challenging experience for them and they adapt very well to the role. The Year 10 students develop a wide range of skills in communicating more effectively and using a variety of software programs.

In 2017, VCAL students were also active in community projects including beautification and mentoring projects at local primary schools.

These programs were highly successful in developing competencies in VCAL literacy, numeracy, work related and personal development skills.

### Continued to Develop Pedagogies and a Curriculum That Supports Engaging and Effective Teaching of English

Years 7 – 9 teachers continue to incorporate targeted explicit teaching of writing skills to address concerns that some key skills were being underutilised and underdeveloped in the largely thematic English programs.

English incursion and excursion programs continue to be utilised to promote student skill development and engagement in programs.

Performance in English Language continues to be a strength of the College with a Median study score of 35 (state average 30) and with one student receiving a Premiers Award for a study score of 50.

### Continued Development of an Engaging and Effective Year 8 Curriculum

A review and revision of the Year 8 program in 2016 resulted in an increase in the type and number of incursions and excursions. These programs were successfully implemented to engage students effectively in their learning as well as make learning even more pleasurable.

In 2017, the Year 8 'Four Seasons' program continued with great success. The program aims to promote student engagement, resilience and health awareness through a series of outdoor education and physical activities including: water safety (Lysterfield Lake), mountain bike riding, trees adventure, hiking and camping.

A thematic approach to Year 8 Humanities curriculum was further developed to increase the engagement of Year 8 in the Humanities curriculum and to ensure they were better prepared for the choices they would need to make later in their schooling.

Science learning at Year 8 also has a significant applied learning component. In addition to regular weekly practical activities, students undertook a comprehensive incursion and excursion program aimed at engaging and inspiring scientific thinking.



Year 8 (2017) students engaged in the *Mission to Mars Excursion*

## Achievements

### Continued Promotion of Arts Education

Arts and Language education at St Joseph's College continue to be major foci of the College. Participation of students in The Arts across the College continues to rise, most significantly in extra-curricular programs.

In addition to increasing participation rates in VCE Arts subjects, a highlight of 2017 was the outstanding quality of Artwork being produced by students. Three senior students were invited to enter their artwork into this year's Catholic Education Week's annual art show. This show is a collection of Melbourne's best young artists from across a broad range of Catholic primary and secondary schools and is a wonderful way of acknowledging student artistic contributions. Leo Li from Year 11 had the honour of receiving the highest award at the show (Julia Flynn Memorial Prize – best painting) for his artwork 'Lost in a Crowd'.

## STUDENT LEARNING OUTCOMES

The College's mean growth from Year 7 to Year 9 as measured by NAPLAN data for spelling was above state average at 41 (compared to State Average 36).

For Grammar and Punctuation, the College's mean growth from Year 7 to Year 9 as measured by NAPLAN data is well above state averages at 35 (compared to 26).

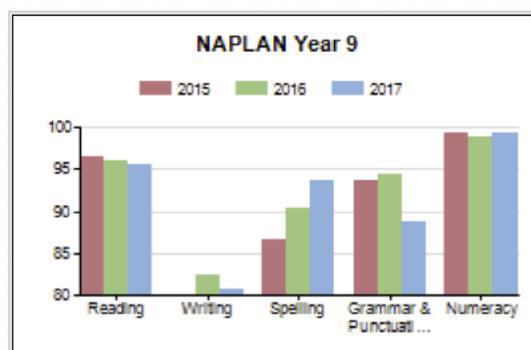
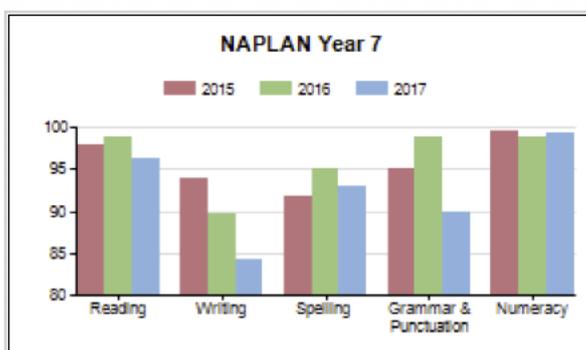
In Reading, the College's mean growth from Year 7 to Year 9 was above state average growth for Reading Years 7 to 9 at 37 (compared to state average of 29).

In Writing the College's mean growth from Year 7 to Year 9 was also above state average growth for Reading Years 7 to 9 at 35 (compared to state average of 34).

The proportion of students at or above the set minimum standards for their age group for Numeracy at Year 7 and Year 9 remained high at 99.4%.

Median and mean study scores for Unit 3 and 4 VCE studies were generally at or above state averages. The median study score for Year 12 English was at state average at 30; for English Language was 35; the median for Sport and Recreation (introduced at the College in 2016), 32 (state median 30); for VCE VET Information and Communication Technology was 34 (state median 30); for Product and Design the median study score was 33 (state median 30); for Physical Education 32.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 07 Grammar & Punctuation	95.2	98.8	3.6	89.9	-8.9
YR 07 Numeracy	99.5	98.8	-0.7	99.4	0.6
YR 07 Reading	97.9	98.8	0.9	96.2	-2.6
YR 07 Spelling	91.9	95.1	3.2	93.1	-2.0
YR 07 Writing	94.0	89.6	-4.4	84.3	-5.3
YR 09 Grammar & Punctuation	93.6	94.3	0.7	88.8	-5.5
YR 09 Numeracy	99.4	98.8	-0.6	99.4	0.6
YR 09 Reading	96.5	96.0	-0.5	95.6	-0.4
YR 09 Spelling	86.7	90.3	3.6	93.6	3.3
YR 09 Writing	78.6	82.3	3.7	80.7	-1.6



**MEDIAN NAPLAN RESULTS FOR YEAR 9**

Year 9 Reading	582.10
Year 9 Writing	546.20
Year 9 Spelling	568.60
Year 9 Grammar & Punctuation	571.50
Year 9 Numeracy	589.70

**SENIOR SECONDARY OUTCOMES**

VCE Median Score	30
VCE Completion Rate	99%
VCAL Completion Rate	98%

**POST-SCHOOL DESTINATIONS**

TERTIARY STUDY	54%
TAFE / VET	11%
APPRENTICESHIP / TRAINEESHIP	8%
DEFERRED	13%
EMPLOYMENT	14%

## Student Wellbeing

### Goals & Intended Outcomes

Our College Song contains a spoken word passage where a Year 7 student says, "I arrive a boy" and a Year 12 student responds, "And leave a man", neatly encapsulating the journey of the St Joseph's College student. Our intention is that students will continue to grow as they pass through the formative years of manhood during which they find themselves at St Joseph's College. We will focus on their engagement, their personal resilience, intrinsic motivation and their need to take responsibility for their own actions, in and out of the classroom.

### Intended Outcomes

- That student resilience is increased.
- That student motivation, engagement and responsibility in their learning are enhanced.
- That student participation in, and respect for, the classroom setting is consistently positive.
- That student voice is enhanced and made active.
- That students will be connected to their school, its teachers and their peers.



### Achievements

Student Wellbeing at St Joseph's College continues to provide the foundation for growth and achievement of students at the College. We promote wellbeing and respect in ways that are embedded, systemised and self-sustaining. Boys are strongly connected to the school and to each other, with relationships the cornerstone of all interactions, from the social to the academic.

These respectful relationships between students and teachers are supported by a pastoral care program that encourages senior students to maintain reassuring contact with and guidance of the younger boys. Each St Joseph's boy is known and nurtured in the spirit of caring and concern that characterises the school community.

When students enrol in our College they will find themselves within a secure environment, which both challenges and supports them to be their best by developing their talents to the full. Our students sense that they are connected to a community where they feel they belong, and where justice, respect and learning – as witnessed through our Catholic faith – are the ideals by which we live and teach.

A Year 7 student arriving at St Joseph's College for the first time will find himself supported by a dedicated team of teachers, structures designed to ease transition to secondary school and the College's Big Brother program, which connects Year 7 students with senior students from their Orientation Day as Year 6 boys right through their Year 7 year.



Our students are offered a full range of academic and sporting opportunities. We also offer our students leadership, public speaking and performing arts programs where, as teachers, we watch in awe as our students develop and grow into mature young men, developing the skills that will be essential in their rapidly changing world.

Students are also provided with a number of wellbeing-based programs both within the school and in conjunction with other agencies. In 2017 St Joseph's College was made a lead school for the Catholic cluster in Respectful Relationships which allowed us to expand our involvement with this vital program. In addition, Year 9 students participated in the Smart Generation program through Communities That Care. Year 10 and 11 students participated in a number of driver education programs such as Keys Please. 2017 saw the introduction of Oratory, a weekly session where Year 12 students can have academic, personal development and spiritual workshops designed to assist them throughout their year.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	90.51
Y08	88.86
Y09	89.61
Y10	88.06

Y11	88.89
Y12	90.13
Overall average attendance	89.66

Schools are required to keep attendance registers that must be completed at the beginning of the morning session and during the course of the afternoon session; attendance to individual classes is also recorded. If a pupil of compulsory school age is absent, the register must show whether the absence was 'authorised' (acceptable) or 'unauthorised' (unacceptable, where no acceptable reason is given for absence). Only the school can approve the reason for absence. At St Joseph's College we take the attendance of each student at the start of the day through an online Student Information Management database (SIMON); parents/guardians are subsequently notified of any absences by SMS message.

In the case of prolonged absences and un-notified absences, the Year Level Coordinator will follow up at the home level. The counsellors are notified and any student who is refusing to come to school is assisted through our counselling and pastoral care processes. Continued absences are addressed by the Principal and, ultimately, Catholic Education Melbourne and the Department of Education and Training.

YEARS 9–12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	84.9%

#### VALUE ADDED

##### Student Wellbeing

Student Wellbeing at St Joseph's College lies squarely within our Catholic ethos and is underpinned by our Salesian Charism and Spirituality.

It is our aim to provide an environment where students are secure, safe, valued and known, and their dignity is maintained. Unconditional respect for our students forms the basis of our relationship, and an environment where our students are nurtured and have every opportunity to develop their talents and display their gifts.

Above all, we endeavour to live up to our Salesian Charter that challenges us to provide a school community that is:

- A home that welcomes.
- A parish that evangelises.
- A school that prepares for life.
- A playground where friends meet and enjoy themselves.

In looking after and guiding the young people under our care, we follow the Preventive System promulgated by Saint John Bosco, founder of the Salesians. Summed up as *Reason, Religion and Kindness*, the Preventive System addresses the intellectual, spiritual and emotional needs of young people. At its core is the relationship between student and teacher, and the building, maintenance and restoration of that relationship.

Restorative practices are implemented wherever the relationship between student and teacher or student and community has been compromised.



### Mentoring Programs

There are a number of mentoring programs running in the College.

Senior students act as Big Brothers to the younger students, meeting them on Orientation Day when they are still in Grade 6, keeping in contact with them over the break, and re-engaging with them on the first day of classes and throughout their year as Year 7 students. Big Brothers also accompany them on camps and assist them with after school classes. Each year level also has a Year 12 Leader assigned as a liaison with that year level, acting as a conduit between them and the Student Representative Council Executive, and providing support to them.

The Lighthouse Program is one of the most successful mentoring programs existing between the students of St Joseph's College and the broader community. Developed in conjunction with a cluster of primary feeder schools in the area (St John the Baptist Ferntree Gully, St Jude the Apostle Scoresby, St Paul's Monbulk, St Joseph's Boronia and St Bernadette's The Basin), the Lighthouse program involves the College's most talented Year 10 literacy students working with Year 5 and 6 students on a variety of literacy based programs one morning per week (during the Lighthouse elective period).

- This program is by selection and is based on a student's level of academic literacy, emotional maturity and specific literacy skills in one or more of Debating, Drama, ICT, Media and/or Writing.
- To assist boys in developing the skills necessary to teach such a program in primary schools, the Year 10 students are lead through a program that focuses on reciprocal teaching method and other significant literacy modelling programs.
- The Lighthouse program benefits students by significantly challenging them and extending students across a variety of curriculum areas.

The spirit of the Lighthouse Program is reflected in other programs at the College. The Valdocco Year 9 campus has entered into a mentoring partnership with the Grade 5 and 6 students of St John the Baptist Primary school, their collaboration focussing on the secondary students teaching and assisting the students with technology and arts-based projects using the St Joseph's College Arts and Technology facilities. Culminating in an Arts and Technology show at St John's, this program is rewarding to all involved.

The same principle has been extended to the study of Languages with the development of a languages-based mentoring program, Vox Mundi. This program allows Year 10 students of Italian and Japanese to work with primary schools studying those languages.

The VCAL program of the College participates in community-based projects that allow the students to practise and hone their applied skills through activities such as maintenance and 'back yard blitzes' of diverse community members.

### Opportunities for Participation

#### Sport

- Participating in sport is an integral part of student life at St Joseph's College. Consequently, it is compulsory for all students to compete in House Sport or a School Representative team.
- St Joseph's College is a member of the Associated Catholic Colleges (ACC) sporting competition, providing our boys with the opportunity of representing their school at a high level.
- We recognise that sport can develop a sense of belonging to the school community by providing many opportunities for students to form close relationships with fellow students and staff. Our Sports Program also aims to build upon the following qualities:
  - Enjoyment
  - Healthy Lifestyle
  - Leadership
  - Motor Skills
  - Personal Growth
  - Social Interaction
  - Team Play
  - Losing and Winning Gracefully
  - Respect for Oneself, Team Members, Opposition and Officials
  - Students are encouraged to achieve their personal best at all times whilst competing in *sportsmanlike manner*

#### ACC Inter-school Sports Include the Following:

##### Major Carnivals

- Swimming
- Surf Life-Saving
- Athletics
- Cross-Country

##### Summer Sports

- Cricket
- Volleyball
- Hockey
- Tennis
- Golf

##### Winter Sports

- Football (AFL)
- European Handball
- Soccer
- Softball
- Spring Season
- Basketball
- Touch Football



- Table Tennis
- Indoor Soccer
- Badminton

### House Sport

House Sport provides those boys that are not involved in ACC Competition, an opportunity to experience all of the benefits associated with competitive sport.

- The sports the boys will compete in include all the traditional sports outlined in the Summer, Winter and Spring Seasons above as well as some non-traditional sports such as Ten Pin Bowling, Lawn Bowls and Lacrosse. This way the boys are able to develop their skills as well as learn new skills through a variety of sports.



### Participation in Academic, Public Speaking and the Arts

Opportunities for representation of the school range beyond those provided by the Sports program.

- Students are able to participate in inter-school opportunities that highlight their academic, social and artistic abilities.
- Membership in the ACC also involves our students in cultural and other representation such as Public Speaking, Leadership Training, Culinary Competitions and Chess.

### Academic Competitions

- Westpac Mathematics Competition
- English Competitions
- Science Competitions
- History – The Simpson prize
- Drama Competitions

### Debating and Public Speaking

- Debating Association of Victoria
- ACC Debating
- ACC Public Speaking
- The Hills Debating Competition

### The Arts and Technology

- ACC Arts and Technology competition
- Involvement in the St Joseph's College Annual Production
- Drama competitions
- Various creative writing competitions
- ACC Culinary Competition

### Outdoor Education Program

Students participate in Outdoor Education Programs from Years 7 – 10, with the opportunity to specialise in Outdoor Education studies as part of their Year 11 and 12 program.



### Participation in Leadership

While all students are considered leaders, students have the opportunity to be more active and visible leaders through the leadership program at the school.

### Student Representative Council

- The SRC at St Joseph's College is dedicated to the role of establishing a strong core of student leadership within our community. An emphasis on skill development through practise ensures that the representatives are involved in activities from the planning stage and take ownership of their pursuits. This approach generates a sense of belonging and responsibility to the wider school body within the leadership team.
- Every homeroom from Years 7 – 11 elects two representatives and these are the core of the Year Level SRC activities.
- Year 12 students are represented by the SRC Executive, elected at the end of Year 11.
- One representative from each Year Level joins the SRC Executive on the Student Council.



### **Knox Leaders Program**

- The Salesian Captains' Conference is a conference for student leaders from all the Salesian schools across Australia.
- The ACC provides opportunities for student leadership.
- Year 10 leaders, and those interested in leadership, have the opportunity to participate in the Knox Leaders Program, a valuable program conducted by the Knox Council.

### **College Ambassadors**

- Students also have the opportunity to act as College Ambassadors, conducting tours of the College and welcoming dignitaries, all the while developing their communication skills and confidence.

### **International Travel**

A number of opportunities for participation in international visits exist at St Joseph's College.

- Overseas study tours to Italy and Japan – alternating biennially, these trips give insight into the language, culture and arts of the nation, building and enhancing the students' acceptance and understanding of diversity.
- The Kiribati program – Year 11 students travel to the small Pacific nation of Kiribati where they live and work with the local population, enhancing their understanding of diversity but also becoming more aware of international social justice issues.
- The Cagliari Program – senior students spend time working on a Catholic mission in Samoa or Cambodia.



## STUDENT SATISFACTION

Data from student surveys establishes that students are motivated, engaged and confident with their learning, and that they have good relationships with the teaching staff. They also indicate that they are prepared for learning. This is supported by internal surveys. Students avail themselves to a number of co-curricula activities such as ACC sport, Performing Arts and Music, and academic and other competitions, which allow students to discover their areas of strength and interest.

Survey results and focus group discussions also suggest that the majority of parents feel their students are safe from bullying and harassment at the College. This is also reflected in the data that explores student attitudes to connectedness to peers, with most students having positive relations with their peers. It is also supported by anecdotal data such as a reduction in the number of bullying incidents recorded and responded to, as well as a reduction of self-referrals to Sick Bay.

Connectedness at the College is enhanced through College celebrations such as St Joseph's Day and Salesian Action Day, and events such as Athletics and Swimming carnivals. There are also social events with other schools at every year level which further promote and enhance connectedness. Students are also willing to participate in extra classes after school such as Maths and English tutoring, homework club and holiday classes.

A diverse curriculum and variety in pathways also provide a rich number of options for learning and cater for students' individual needs and interests, thus enhancing connectedness and engagement.

Our aim is for continual improvement and data from the School Improvement Framework surveys provides us with helpful indicators of the key areas in the College where we are performing well and

areas where we need to focus our attention in order to achieve much better results in the future.



## Child Safe Standards

### Goals and Intended Outcomes

To continue to implement all requirements of the Child Safety Standards in terms of policy and practice.

### Achievements

St Joseph's College had earlier conducted a full audit of relevant documents to ensure that the development of Child Safety Standards was in line with requirements.

Last year, the Child Safety Code of Conduct was developed as well as the relevant Child Safety Policies. Staff continues to participate in professional learning to ensure they were aware of Child Safety Standards including the important reasons behind the implementation.

The introduction of the Reportable Conduct Scheme required significant planning and implementation strategies to ensure that the St Joseph's College community was up to date with this vital area.



## Leadership & Management

### Goals & Intended Outcomes

Sustain a vibrant and accountable professional learning community, guided by a shared vision, informed by best practice and committed to continuous improvement and innovation.

### Intended Outcomes

- That role clarity will improve.
- That feedback and appraisal processes will be enhanced.
- That all staff share the vision, values and goals of the College.

### Achievements

At St Joseph's College, leadership is embedded firmly in our Catholic heritage, the values of the Gospels and in the traditions of the Salesians of Don Bosco. Leadership is seen as the province of all members of the St Joseph's College community, and all are encouraged to be leaders in their dealings with the students, parents and one another.

The following are examples of some of the achievements in this area:

- Providing teachers with the opportunity to deliver appropriate learning experiences in terms of resources, professional learning and support.
- Giving all members of the community the opportunity to participate appropriately in decision-making.
- Providing all staff in the College a MacBook to assist them in delivery of teaching and learning programs.
- Allowing teachers to model themselves on Don Bosco's Preventive System reflected in the maxim *Reason, Religion and Loving Kindness*.
- Providing support for teaching staff as they strive to assist the students to achieve the best outcomes.
- The development of mentor/induction programs to assist new and graduate teachers.
- Ensuring that staff morale and wellbeing are considered through respect and the recognition of the dignity of every individual.
- Provide staff with the opportunity to develop as leaders, to experience leadership and to explore and enhance their own leadership capabilities.
- Promotion of events such as the 'Women in Leadership Dinner'.

TEACHING STAFF ATTENDANCE RATE	
87.22%	87.22%

STAFF RETENTION RATE	
Staff Retention Rate	83.72%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	34.57%
Graduate	37.04%
Certificate Graduate	12.35%
Degree Bachelor	83.95%
Diploma Advanced	11.11%
No Qualifications Listed	7.41%

STAFF COMPOSITION	
Principal Class	4
Teaching Staff (Head Count)	99
FTE Teaching Staff	87.399
Non-Teaching Staff (Head Count)	57
FTE Non-Teaching Staff	47.872
Indigenous Teaching Staff	0

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### DESCRIPTION OF PL UNDERTAKEN IN 2017

Staff at St Joseph's College have the opportunity to undertake regular weekly Professional Learning each morning between 8.45am and 10.10am on Wednesdays. In addition, Professional Learning Days are embedded throughout the school calendar including a two-day program at the end of Term 2.

Professional Learning Sessions are facilitated by specialist external presenters as well as from school-based experts.

In addition to school-based PD, the school actively supports staff networking and professional development in faculty and specialist learning areas.

#### School Based PD

- 37 sessions of PD provided in 2017

- Total of 73 hours of school-based PD available to staff including:
  - Assessment and Reporting Guidelines
  - Emergency Management
  - Pedagogical Approaches For Engaging and Effective Learning
  - Reportable Conduct
  - Group 8 Training
  - Formative Assessment and Feedback
  - Hemophilia (training to support)
  - JacPlus Training
  - Anaphylaxis Training
  - Edrolo Training
  - Mandatory Reporting Training (including disclosure procedures)
  - AustSwim Training
  - Literacy as Core Business
  - NAPLAN Writing Workshop
  - Managing a Mixed Ability Classroom
  - Breaking open The Parables of The New Testament
  - Positive Psychology
  - Supporting Students With ASD
  - VELs Capabilities
  - Violence, Men and Masculinity
  - Peer Coaching
  - Other

#### **External PD**

- 156 External PD sessions (including full and half-day activities) including (for example):
  - VCAL Quality assurance
  - Boys' Education Conference
  - Subject conferences including: Music, Math, (all) Sciences, VATE, Media, etc.
  - VCAA Exam Conduct and Administration
  - St Mary of The Cross
  - The Catholic Dialogue School
  - Gospel Leadership in a Catholic School
  - Respectful Relationships – Victorian Curriculum
  - Meet the Assessors (various VCE Subjects including Literature and English)
  - Teaching and Supporting Students with Special Needs
  - Global Justice Course
  - NCCD Briefings
  - Beginning Teachers Workshops
  - Special Education Special Needs Summit

- Strategies for Managing and Understanding Difficult Behaviors
- Flipping the Music Classroom
- Seven Steps to Writing Success
- I CAN Network
- Gifted Education Action Research Course
- Other

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	90
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$852

### TEACHER SATISFACTION

Teachers enjoy the opportunity to participate in a range of professional development activities and this enhances the expertise with which they provide service to the community.

## College Community

### Goals & Intended Outcomes

#### Goals

The College will seek to establish a strong bond between staff, students, families, the wider community and St Joseph's College.

#### Intended Outcomes

- That student involvement in social action programs is increased.
- That parental engagement in their son's learning and connectedness to the College is increased.
- That all members are challenged to strengthen the spirit of the St Joseph's community.

### Achievements

In 2017, as in past years, Sunday masses in each of the five local parishes were organised to strengthen the connection of each student to his parish. This was coordinated by the Faith Animation Convenor who has parish liaison responsibilities incorporated into her role. Students in Grade 5 at each of the parish primary schools attend activity days at the College. All newsletters and information about the College are sent to the parishes and College notices are printed in the parish newsletters.

The 'Lighthouse Program' was particularly successful in peer support and bonding between students of the College and the parish primary schools. Parents, students and staff acknowledged the many benefits of the program that culminated in two separate performance evenings that were very well attended.

The SIF data indicated that the majority of students feel welcome and a sense of belonging at St Joseph's College. The data showed that generally students felt engaged and that their teachers respected them (higher than the average for other secondary schools).

#### VALUE ADDED

Each student was welcomed into the College community particularly at Year 7 with care and concern by the LEAP Team. Each student's needs were noted and the LEAP leaders liaised closely with each of the primary feeder schools. Students at other year levels are assigned a staff member to closely monitor their entry into the community.

The Big Brother program ensured an early connectedness not just with the College but also with older students.

The College held the Mother/Son and Father/Son events facilitated by Bill Jennings for the second year running.

Mother's Day and Father's Day breakfasts once again enhanced community relationships.

#### **Performing Arts**

- St Joseph's College offered its students many pathways into Performing Arts. As well as offering subjects such as Drama and Music at both junior and VCE levels, the College has a growing instrumental program offering individual and shared lessons with specialist instrumental teachers. The College also encourages student participation in various festivals and performance competitions.
- The annual College Musical 'Mary Poppins' provided opportunities for students to

experience performing in front of live audiences. This musical is a collaboration involving St Joseph's College and Mater Christi College.

- Performing Arts is included in many aspects of College, such as students providing the music for College Masses as well as using Drama students to help re-launch the College's anti-bullying policies to the students.

### ***Cross Cultural Program***

- In Term 2 holidays, senior students were offered the opportunity to travel to a Pacific Island, such as Kiribati, to experience the lifestyle and culture of these countries. This 'in-country' experience provided the students with a chance to view the world around them in a new perspective. Many reported it to be a life-changing journey.
- Students were offered the opportunity to travel to Japan to experience its rich culture and history, as well as the opportunity to study for one week in a school environment. In 2017, the Japan Immersion was the feature activity.

### ***Camps***

- Camps were conducted in Years 7, 8 and 9. The Year 7 camp enabled students to learn about each other by building trust and developing team spirit. The camp took place at the Don Bosco Camp in Safety Beach.
- Year 8 camp built on the students' sense of adventure by creating activities which offered plenty of physical activity and team building. Three days of outdoor activities took place prior to the students attending camp. The Year 8 program is known as 'The Four Seasons Program'.
- Year 9 camp was a challenging, outdoor education experience that taught students camping, bush skills and an appreciation of the environment. The Year 9 Camp took place in the Baw Baw National Park and Thompson River area.
- An inaugural Year 10 Alpine Experience took place at Falls Creek.

### ***Work Experience***

- Students participated in the formal Work Experience Program at Year 10. Students are also able to apply to participate in the voluntary program in other year levels.

### ***Community Service***

- Students participated in community service programs in all year levels.

## **PARENT SATISFACTION**

Parents enjoy the opportunity to connect with the College in attending events related to their sons' learning and development.

## VRQA Compliance Data

**NOTE:**

The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at <http://www.acnc.gov.au>