



St Joseph's College

Ferntree Gully

2022

Annual Report to the School Community



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Minimum Standards Attestation

I, Cathy 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 2017 (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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

30/03/2023

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 www.acnc.gov.au

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Cathy Livingston

Cathy Livingston

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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.
- 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 charism 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 950 boys from Years 7 to 12, 82 teaching staff and 38 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

This year's Strenna provided by the Rector Major of the Salesians, Fr Angel Artime, challenged us to reflect on the concept of 'love'. In the Strenna 2022 (Moved By Hope), the Rector Major emphasises "do all through love, noting through constraint". As a Salesian Family, we must be signs of love in the world. We need to accompany young people on life's journey, help the young understand and accept the 'normality of life' and letting ourselves be challenged by the many voices of hope from young people in difficult times."

Life at St Joseph's College is always filled with opportunity! There are many and varied ways students have to immerse themselves in the life within and beyond the College. 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 offer the thanks of the community to our College Captains, Sean Wright and Roger Anthony, who have led the College community with great spirit and determination. They have provided inspiration to others as we emerged from lockdown.

Once again, our staff members have been extremely dedicated in enabling opportunities for our students to abound. Each and every day, staff members live out the Salesian Charter in the way they support St Joseph's College 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.

At St Joseph's College, we are so fortunate to have a Salesian presence on staff. Father Jim Acreman sdb, Vice-Rector, continues to support us with his lively sense of humour, time given with students and his dedication to our regular mass program.

Working closely with Cox Architecture and CBRE, the College has further progressed the Masterplan 'Towards 2040 – An Adventure in the Spirit'. Project 1: Science, STEM, Digital Technologies and Year 7; Project 2: Visual and Performing Arts and Senior School. Significant planning has taken place in relation to the redevelopment of the College's Sports Precinct.

Thanks to the members of the Leadership Team – Guido Piotti, Andrew Cooper, Liam O'Keefe and Gerard Burke – for their dedicated and skilled work throughout 2022. I am most grateful for the support during the challenging times faced.

Father Mirek Knap, President of the Canonical Administrators and Chair of the School Advisory Council, has continued to provide the College with guidance and support.

We are proud of the achievements this year including the excellent academic results of our students.

Cathy Livingston

Principal

Catholic Identity and Mission

Goals & Intended Outcomes

That the students and staff of St Joseph's Catholic community embed the values inherent in St 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:

- Gathered with the Salesian family for "Don Bosco youth Mass and festival. We gathered at St John the Baptist Parish in Clifton Hill for Mass, and a fun festival. Our College was represented by 11 Students and 3 staff, who all had a great day.
- With the theme of "Be More" we're challenged to work with each other to help even more people and projects. St Joseph's College was honoured to host the CARITAS Project Compassion for 2021. After much planning and rearranging after lockdown we were able to host the event over Zoom. We heard from the head of Project Compassion, our Archbishop Peter Comensoli and CARITAS workers about the importance of our help and the positive contributions we can make. Our annual fundraising for Project Compassion was a great success raising well over \$12,000.
- Lent – Ash Wednesday Marked with the sign with the Ashes service – Led by Year 12 Students.

It was also a great privilege to entrust our Ashes service to the Year 12 Students for the whole college. The Year 12 Students and Fr Jim worked together to prepare and celebrate the Ashes service with students and staff of the College. Given the restrictions of COVID-19 we were only able to sprinkle ashes as a gesture within the service, however its significance and meaning were still received. My thanks to all the students and staff for their participation in the service at the beginning of our Lenten Journey for 2021.

- St Joseph's Day celebrations

St Joseph's College has a lovely tradition of celebrations. Inspired by the Salesian Catholic Charism our celebrations always contain 3 elements: Prayer, Hospitality and Fun Activities. Some students have shared some of their highlights and experiences of the day, what they enjoyed the most.

- RED Earth 2021 – Immersion to Cape York, our inaugural trip with 27 students and 2 staff set off in the first term holidays to be immersed in indigenous culture and on country learn from them. To listen to their stories and their way of living, bring back with them some very precious insights, memories and life changing experiences.
- Salesian Action Day – for the Salesian works in Timor Leste

. We certainly took on the inspiration of the Salesian Catholic Charism in our celebrations of Prayer, Hospitality and Fun Activities. We worked to support the missionary work in Timor-Leste this year, and any amount that would allow the missions to make a difference in Timor -Leste in a meaningful and sustainable manner. WE RAISED \$ 10,000 with our efforts on Salesian Action Day, with our Team colours day and staff donations.

- We had a special appeal from the Salesian Mission office to assist the Hospitality Centre in Samoa. The Salesian Missions Australia asked for help to fund sending a container to help 'Furnish Fiji' so the Salesians are equipped to run the many programs they have planned and are hoping to raise funds for the shipping of a container. With colourful additions to our homerooms we were able to bring some colour and fun to our Monday at the College. With staff and students embracing the opportunity to dress in warm we raised a significant amount of money.
- St Vincent de Paul Society

"Tinnies 4 Vinnies" ran in full mode this year. Some classes had begun to collect items of food for donations. We were able to get them to our local St Vincent de Paul conference at Ferntree Gully. The college receives some lovely emails acknowledging the efforts and support we offer to the local St Vincent de Paul society and the work they do.

- College Major events took place: Thanksgiving Mass, Graduation and Memorial Masses

VALUE ADDED

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 classroom 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 St 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.

Learning and Teaching

Goals & Intended Outcomes

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, enabling students to strive for personal excellence and to equip 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 literacies across all subjects.
- That teachers continue to explore and develop their pedagogical practice to maximise student learning, particularly in the delivery of explicit instructions.
- That students develop and employ appropriate learning technologies.
- That teachers are informed by and use data effectively to improve decision making and differentiation of learning.
- 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 all 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 endeavors. 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.

The Teaching and Learning programs and policies are grounded in our Catholic and Salesian traditions. They 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 varied learning styles and interests of our students. Our Teaching and Learning programs and policies will provide opportunity for regular assessment and review with the explicit intention of assessment 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 Victorian Curriculum and Assessment Authority (VCAA) and the Catholic Education Commission of Victoria (CECV) in delivering the Victorian Curriculum, VCE, VCAL and VET programs.
- 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.

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.
- assist students to recognise a vocation in life and encourage them to work towards it.
- assist students to 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.
- assist students to acquire a sensitivity to the '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, critical literacies and lifelong learning skills. This is supported by an increasingly differentiated and cooperative-based learning paradigm. Classroom space and architecture across the school are designed to maximise the capacity for both independent and group work activities, and 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 their understanding of key concepts and 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 (PLTs). Team-teaching practices for core subjects at Year 7 have been implemented in several core studies including 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), Year 8 and Year 9 (Valdocco) Programs is a 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 our four Rs: Relationships, Responsibility, Rehearsal and Reflection.

The program consists of four distinctive parts: Foundation, Discovery, Challenge (elective program) and the 'Friday Thematic Program'. Studies of English, Mathematics 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 to take opportunities to extend their learning at Year 10 through accelerated learning programs (including VCE and VET Units) to help prepare them for VCE/VCE VM. A broad VCE program with multiple pathways is offered at Year 10 (subject to availability).

Courses are informed by The Victorian Curriculum, the VCE or VCE VM Study Designs developed by the Victorian Curriculum and Assessment Authority (VCAA).

Achievements

The 2022 school Year was once again impacted by the COVID-19 Pandemic. Whilst remote teaching was no longer a feature of the school program, the impact of student and teacher absence due to COVID-19 required careful management throughout the year. Re-establishing norms and expectations, a key focus for the College throughout the year, was largely achieved.

The shift back to practical classes (Science, Health and Physical Education) was relished by the students and staff alike.

The completion rate of Unit 3 and 4 VCE and VCAL was 100% with 6% of all study scores in the 40's (a fall from the previous Year). The school achieved a Median Study Score for Unit 3 and 4 VCE studies of 30 and the Median ATAR Score was 70.45.

Twenty-eight Year 11 students undertook Accelerated VCE studies. The Median Study Score for this group of students was 34.

Year 7 NAPLAN data revealed that Years 7's were generally meeting State and National scaled mean results for student achievement with exceptions of: Numeracy (above State average at 568 compared to State 554) and Writing (marginally below at 335 compared to 342).

Year 9 NAPLAN data revealed that student Writing performance continues to improve (as it has done since 2018). Despite this improvement in cohort results, mean results for Writing remain below the State mean and will continue to be addressed as part of the school's whole-school Literacy focus. Results in the other four test areas showed improvement as expected for the cohort from Years 7 to 9 (although overall results still remain below or just below State averages).

HIGHLIGHTS FROM 2022

Science Achievements In 2022

In addition to the great work happening every day in Science lessons, incursions and other on-site opportunities continued to be made available to students throughout 2022.

A highlight was, after a Year's hiatus due to the COVID-19 restrictions, the Year 10 STEM Breakfast being back up and running. This is an extremely important event in the Science Area calendar at St Joseph's where Year 10 students are provided the opportunity to hear from STEM related professionals with varied expertise and backgrounds.

Another internal College highlight was Science Week, which this Year had the theme of "Glass: More than meets the eye". Events were run for all Year levels and included the chance for VCE Science students to virtually meet a scientist from Melbourne University and an interactive performance for Year 7 students. The inter-class Year 8 Science quiz was also hotly contested and drew a large crowd.

Excursions were very much back on the agenda this Year and students gained much from these experiences to have Science curriculum extended and brought alive. These included the Year 7 Flight excursion and trip to Healesville Sanctuary, Year 8 Mission to Mars, Year 10s at Science Works, the Year 11 Biology Zoo excursion and the Year 12 Biology excursion.

Melb. Uni (Yr. 12 Bio.) Yr. 10 Excursion - Scienceworks Yr. 8 'Mission to Mars' Excursion

By the time the 2022 school Year came to a close, the magnificent new Science area was having the final touches added. 2023 will be a very exciting Year for Science at St Joseph's College as students and staff make the most of these fantastic new surroundings and the opportunities they will help provide.

Continued Development and Promotion of the Arts

This Year, The Arts and Technology Department continued to enjoy student successes despite small numbers in our senior Arts, Design and Media subjects. In some respects, perhaps these classes benefitted from the limited numbers as we were still adjusting to teaching and learning in our temporary alternate art spaces. The new College buildings were slowly taking shape around us and it was with great anticipation that we could finally see the Visual Arts Building emerge from the scaffolding.

The school year commenced with the opening of the annual VCE Creative Showcase at the Memo in Healesville. For the first time we were proud to present multimedia

and photographic works from both VCE and VCAL students. Their folio pieces were professionally framed and exhibited alongside the works of the other outstanding Yarra Ranges schools. The Catholic Education Week Art show was also another huge success for the 5 students selected to represent the College with 2 significant awards recognising excellence in painting for both the junior and senior categories. Sadly, this Year's awards ceremony was cancelled due to COVID restrictions. It's really pleasing, however, that despite our smaller senior classes the students are consistently able to have their contributions acknowledged in these prestigious community events.

Community connections in The Arts have always been an aspect that we have tried to foster across our Arts programs, so it was great to have the return face to face workshops and excursions. Throughout the year, the students from Years 9, 10, 11 and 12 were all part of a variety of artist incursions, technical workshops, exhibitions and media presentations. These opportunities form part of their formal assessments but also acts to illuminate teaching and learning possibilities, preparing students for creative challenges beyond the school walls.

St Joseph's was delighted to also welcome back the combined school's musical production after a prolonged covid-enforced hiatus. This year it was Mater Christi College's turn to present, and present they most certainly did. The all-time favourite 'Sound of Music' was a wonderful way to re-engage the young and old and pack the Burrinja Theatre with healthy numbers across all 5 performances.

The annual highlight of each year for the Arts and Technology department is undoubtedly The Arts and Technology Festival. This Year it was a great privilege to host this event in the newly opened Don Bosco Place. With its expansive display space and cutting-edge media facilities, there certainly was an added air of excitement on the night.

Despite the inclement weather, the evening was a wonderful celebration of the rich contributions and collaborations from the performing and visual arts, the emerging technological applications of the Design and STEM teams and the always delightful culinary offerings from the Food Technology team. The new building was a stunning and very fitting venue for this marvellous celebration of student achievement.

Valdocco Annual Report - 2022

2022 was a Year of significant development and enormous growth for the Valdocco campus. The Valdocco Team thoroughly reflected on the lessons learnt throughout the remote learning period and the transition back on-site, and how to ensure we continue to develop and refine our pedagogy and learning programs. Through this reflection several key areas of growth and focus were identified for 2022 including a focus on student engagement through high impact lesson planning, a continued focus on creating real-world connections within the classroom and maintaining a strong balance between curriculum and a practical, skills-based approach through integration.

The Valdocco English program saw further development through the inclusion of a more blended teaching and learning approach, in particular the balance between direct teacher instruction, independent learning and the use of technology to create a more engaging and differentiated learning experience. Similarly, the program saw a more intense focus on bringing in outside materials to engage students and create real world connections to text, primarily through news and exploring more diversity throughout our text analysis.

In 2022, the Year 9 Maths program also saw significant developments, focussing on a balance of independent learning and a more practical, skills-based approach that allows students to learn at their own pace whilst applying their theoretical understanding through a range of practical tasks.

Similarly, our Religious Education program evolved significantly in 2022 with an emphasis on engagement and learning through encounter. This approach manifested itself through the inclusion of outside resources to explore the spiritual and philosophical perspectives of our Religious Education curriculum and link student learning to real world experiences.

Some highlights of 2022 also included the continued development of the Year 9 Personal Development program, aimed at developing students' self and personal successes in the areas of digital citizenship and literacy, job readiness, gratitude and mindfulness and building meaningful relationships.

Overall, 2022 was a year defined by significant highlights, developments and successes. We could not be prouder of our staff and students, and the way our staff are committed to continually reflect, review and refine our program each year.

Valdocco 'library' and reading program Year 9 Expedition 'Baw Baw' Discovery program
Teaching and Learning in the Mathematics Department 2022.

The teaching and learning of Mathematics in 2022 saw many highlights and resulted in students being challenged and given the knowledge and skills to use mathematics in a wide range of situations. Teachers utilised the classroom and hands on resources to create understanding and deliver authentic content. They taught with the intention of equipping students with the skills to tackle any mathematical problem.

Junior students were given a Mathematics Magic show that illustrated the creative side of Mathematics in the real world and the magic behind it. VCE students were provided with Mathematical revision lectures in our new building 'Don Bosco' place. This new space facilitated and provided the opportunities for creative and collaborative thinking.

The College was able to participate in the University of Melbourne Mathematics competition and receive a credit result, which is an outstanding performance. This student was also accepted into completing prestige lectures with the university. We look forward to offering this opportunity and others in 2023.

It is the Mathematic team's foci to continually instil a passion for Mathematics in our boys and equip them to be lifelong learners in the field. We believe this was achieved in 2022 and we endeavour to do the same in 2023.

Health and Physical Education 2022

An extended stint of remote learning challenged us all to maintain our passion and drive for learning. Following a year where staring at a computer screen was fast becoming a "norm", the Health and Physical Education team challenged the boys to take care of all forms of their health and wellbeing.

We breathed a collective sigh of relief this year as our students were able to return back to the classroom fulltime. Remote learning had its advantages, but nothing is able to beat having the students back in the classroom, or out on the sporting fields having fun and getting fit. In 2022, our Year 10 students were given the opportunity to participate in a number of fun and engaging practical sessions. Of particular note, was the externally run Self Defence class. This was a very engaging, hands-on session, where they were taught about:

1. Threats and Risk Awareness
2. Verbal Self Defence Techniques
3. Confidence Building Strategies
4. Physical Self Defence Techniques
5. Street Safety
6. Public Transport Safety
7. Escapes from Grabs and Holds

Our Junior Health and Physical Education classes continued to participate in a multitude of activities. These activities were designed around fun and enjoyment, exposing the students to sports that they may never have considered before.

We particularly look forward to 2023/24 where the College will have new sporting fields to further inspire students to aim higher with their Health and Physical Education endeavours.

Humanities at St Joseph's College 2022

Students studying Humanities in Years 7 to 10 cover the learning areas of Civics and Citizenship, Economics and Business, Geography and History.

During 2022 the Humanities department established new electives at Year 9 to give students a chance to explore their talents in the various disciplines that make up the Humanities area.

We also continued our traditional Year 8 Medieval Day where students simulate the clothing and activities of the day-to-day life of people in that era. The Year 9's once again ran their market day where students display their production, selling, marketing and financial skills by running stalls and then reflecting on the results of their stall.

The Humanities skills and knowledge are extended in the VCE Years with students having the opportunity to study Legal Studies, Accounting, Business Management, Economics, History and Geography.

Our 2022 VCE results were very pleasing with 5 out of 6 subjects exceeding the state medium with Accounting and Business Management both achieving a medium of 33. Business Management also had 20% of students achieving a score that placed them in the top 8% of the state. We are looking forward 2023.

Languages Highlights in 2021

One of the major highlights of the school Year for our students are excursions undertaken at Years 9, 10 and 11 for Language studies. The Year 9 Japanese students made a trip to the Japanese Consulate to learn about the services provided by the Consulate and to learn about some popular aspects of Japanese culture. The Year 10 Japanese students went to the National Gallery of Victoria to learn about some pieces of art in the exhibition with ties to Japanese artists. Both excursions also included trips to traditional Japanese restaurants and

students were able to try different Japanese dishes, including things such as tempura, udon, okonomiyaki and more.

The Year 9 Italian students went to Brunetti and ordered a coffee and dessert in Italian. They then completed a scavenger hunt along Lygon street locating various Italian-owned businesses. Finally, the students shared a meal together.

The Year 10 Italian students also started the morning at Brunetti, followed by a trip to Coasit, an Italian cultural hub. The students learned a lot about Italian migration to Australia. The students then visited a restaurant, Ti Amo, and enjoyed an Italian feast together.

The combined cohort of languages students at Year 11 visited the Immigration Museum to explore ways in which those with immigrant backgrounds have assimilated into the Australian way of life, but also worked to promote their language and culture in Australia in order to enrich the lives of everyday Australians. After their visit, students enjoyed some Italian and Japanese foods for lunch and afternoon tea.

Year 11 Italian students also visited a community club for a town in Sicily called Valguarnera, where the boys participated in making decorative bread for the annual feast day of St. Joseph. This festival is a celebration of the patron saint of the town where they offer a symbolic offering of food to the wider community.

Languages week was able to be held in Term 3 this Year, after two Years of hiatus due to the pandemic. The week was a busy one, and saw students partake in a variety of activities with the view to expand their knowledge of Italian and Japanese language and culture.

The Year 8 Italian students enjoyed a Commedia dell'Arte show, a popular Italian theatrical form, with improvised dialogues and colourful characters. Its improvised nature means that audiences are often invited to participate in aspects of the performance, and there was room for some starring roles featuring some of our staff and students.

The Year 8 Japanese students were treated to some Japanese taiko drumming by a professional Japanese taiko artist, Ayako Tsunazawa. Students were also able to partake in the performance and learn some important aspects of taiko drumming technique, but also about things such as how the drums are made and the history of how taiko came to be. We held a variety of stalls throughout this week, and were able to enjoy foods such as gelati, pizza, noodles and Japanese sweets. Many of our language students learned how to cook some favourite Italian and Japanese dishes, such as gnocchi, yakisoba, bruschetta, chocolate salami, and so on.

The Year 9 Italian students also completed their barista certificate as part of the practical aspect of their experience learning Italian at Valdocco. Students learn some key vocabulary and grammar for coffee making in Italian as part of their studies. They also participated in an excursion to a local café where they were trained in making coffee and pizza. The Year 9 Japanese students also cooked some popular Japanese dishes as part of their Year 9 course. This included foods such as sushi, soba noodles, yakitori and dango.

Students in Year 9 and 10 worked towards achieving their Certificate II in VET: Applied Languages and Year 11s their Certificate III. The tasks required for these qualifications range from negotiating business arrangements such as work hours and uniform, to having social conversations, making plans, writing blog posts and much more. These tasks model common social and workplace interactions in similar situations in Japan and Italy.

This Year we have also trialled some new activities, such as the Japan Club being held on a Friday lunch time. In this time, we have watched anime, played Japanese games, drank tea and

eaten sweets, amongst other activities. We hope to continue to expand the club in 2023 and are always looking for some new members to help us do this. In term 4, we held a Voice Acting Competition for our students, where they had to record a voice over for a snippet of a cartoon in Italian or Japanese. Some students also took the opportunity to explore aspects of how voice is used in animation to create interest for the viewer.

English Highlights in 2022

The focus for the English department in 2022 was settling back into a more consistent and formal approach to classes and acknowledging the challenges associated with the lockdowns over the previous two Years. For many staff in the department, this meant readjusting teaching methods and resources to support a more 'normal' classroom for students.

Coming off two Years of remote learning, many teachers in the department felt the ability for students to brainstorm, debate, discuss and complete tasks usually reserved only for the classroom, to be a challenge. To overcome this, we ensured that these vital skills were a focus in many of our classes.

A number of staff went to a range of Professional Development days and the school continued its involvement and participation in the MACS English network which has been invaluable to our staff, especially those in senior English classrooms. We also had Kirstin Bourne (Educational consultant) spend a number of days at the school who taught a range of classes including:

- Year 10 English (aiding with the development of our new course which reflects the changes at VCE)
- Year 12 Exam revision sessions and a high achiever session.
- Year 7 and 8 GATE (extension) class looking at poetry and language.

We have also continued to promote our connection with our community by hosting a range of Parent Book Clubs throughout the Year. In 2022 we focussed on the Year 10 and 12 texts and encouraged parents to read the books studied in classes and join the English team for an evening discussing assessments and the books themselves. These evenings have continued to be successful and help promote sophisticated and educational discussions at dinner tables, further encouraging parents to become an integral part of their sons' educational journey.

We also had a range of author visits throughout the Year including Cath Moore (author of Metal Fish Falling Snow) and Mark Smith (author of A Road to Winter).

Literacy Across the Curriculum

The school has continued its literacy focus in 2022 with a strong focus on improving the teaching and learning of literacy across all disciplines.

Here are the key areas of focus for the Year:

- St Joseph's College became part of MACS SDLP (Secondary Disciplinary Literacy Project) and the LPG (Literacy Project Group) attended a number of project days across the Year.
- The project got us to focus on Year 8 Science and the teaching and learning of Tier 2 and 3 vocab within the classroom. The team came up with a number of resources and changes to their teaching practices to place a stronger focus on vocabulary.
- We involved all staff in a range of in-house PD over the Year focussing on literacy.

- Department leaders worked with their staff to begin to map Tier 2 language across the curriculum.
- We again presented to VCE students about the importance of 'Task words' in VCE exams.
- We had Kirstin Bourne run an all-day PD which focussed on teaching vocabulary and gave staff in all disciplines practical ways to improve the teaching and learning of literacy in the classroom. She also came later in the year and discussed reading strategies which garnered a lot of positive feedback from staff.
- We had weekly 'writing tips of the week' which went out to all students and staff to continue to build a strong connection and culture with literacy practices.
- We also had a range of author visits and a whole school writing competition linked to Book Week.

STUDENT LEARNING OUTCOMES

Results were encouraging.

MEDIAN NAPLAN RESULTS FOR YEAR 9

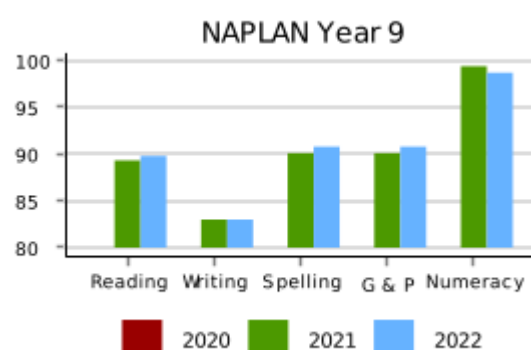
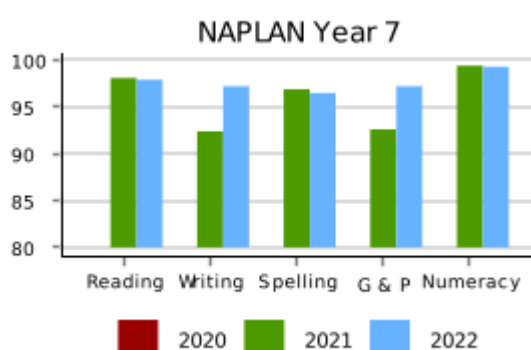
Year 9 Grammar & Punctuation	570.8
Year 9 Numeracy	577.0
Year 9 Reading	563.2
Year 9 Spelling	560.3
Year 9 Writing	560.2

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 07 Grammar & Punctuation	-	92.6	-	97.2	4.6
YR 07 Numeracy	-	99.4	-	99.3	-0.1
YR 07 Reading	-	98.1	-	97.9	-0.2
YR 07 Spelling	-	96.9	-	96.5	-0.4
YR 07 Writing	-	92.4	-	97.2	4.8
YR 09 Grammar & Punctuation	-	90.1	-	90.8	0.7
YR 09 Numeracy	-	99.4	-	98.7	-0.7
YR 09 Reading	-	89.3	-	89.8	0.5
YR 09 Spelling	-	90.1	-	90.8	0.7
YR 09 Writing	-	83.0	-	83.0	0.0

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

At St Joseph's College, our goal is to support the development of boys into capable young men who can flourish in the modern era. This mission is highlighted in our college anthem, where a Year 7 student proclaims "I arrive a boy" and a Year 12 student responds, "And leave a man" in a spoken word interlude. In today's world, being a young man means more than just having technological proficiency. It entails possessing exceptional communication and problem-solving skills, adaptability and creativity, and being an active member of local and global communities. It also involves displaying empathy and embracing diversity.

At St Joseph's College, we aim for our students to experience ongoing growth during their formative years of young adulthood while they are with us. Our unwavering focus is on promoting engagement, personal resilience, intrinsic motivation, and their need to take responsibility for their own actions, in and out of the classroom.

Our objective is to empower our students to become highly engaged, resilient, and successful learners. Moreover, we aspire for them to embody the vision of St John Bosco, the founder of Salesian, who envisioned young individuals as "Good Christians and Upright Citizens", fully participating adults with a lived experience of faith. Our objectives are informed by a diverse range of source documents, including the Charter for Salesian Schools in Australia, eXcel: Wellbeing for Learning in Catholic School Communities, the PROTECT program, various Victorian Government policies, Melbourne Archdiocese Catholic Schools, Catholic Education Commission of Victoria policies, as well as our own school policies. These goals are grounded in our Catholic heritage, Salesian tradition, and school practices.

While 2022 was not as impacted by the COVID-19 pandemic, as were 2020 and 2021, we nonetheless felt its influence and were engaged in a recovery phase of the hoped return to normalcy. Carefully embracing a year that promised to not have the restrictions and anxieties of previous years, and the ensuing challenges, we focussed on refamiliarising and refreshing our wellbeing processes and opportunities so that they may continue to provide students with wellbeing support.

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

At St. Joseph's College, our Student Wellbeing framework serves as a foundation for personal growth and achievement, providing our students with an opportunity to discover their full potential and develop into the best version of themselves. We promote wellbeing and respect in

a manner that is embedded, systemised, and self-sustaining. Our boys are deeply connected to the school, their teachers, and their peers. Relationships form the cornerstone of all interactions within our community, from social to academic. This practice is an integral part of the enduring legacy of St. John Bosco and the Salesians.

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.

As we returned from the isolating effects of the COVID-19 pandemic and its related lockdowns, the need for interpersonal connection was seen to be vital. Where before we exploited the benefits of technology and integrated regular wellbeing sessions between students, staff and their peers, 2022 meant a return to the face-to-face interpersonal. We encouraged social interaction, explored ways to spend time together so that students reacquainted. Homeroom became vital, as did our College celebrations and rituals. Each of these contributed to a restoration of community.

When students enrol in our College they find themselves within a safe and 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. This was the case in 2022, the year of the return to face-to-face teaching. Their return to face-to-face allowed us to provide experiences of physical reconnection with community and routine, through such things as activity days and Covid-safe activities, events and shared meals.

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. With the unlocking of 2022, we were able to achieve most of these outcomes, although the the Big Brother Program did not quite regain its former glory – this will be a goal for 2023.

Our students are offered a comprehensive 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. St Joseph's College was a lead school for the Catholic cluster in Respectful Relationships which allowed us to expand our involvement with this vital program. Oratory, based on Don Bosco's oratories where his students learned, prayed and grew, is a weekly session where Year 12 students have academic, personal development and spiritual workshops designed to assist them throughout their year and one that targeted the boys' particular needs during this stressful year.

In 2022, the Oratory model grew to include Year 7 and 8. This was a very successful innovation, providing a well-resourced and structured program running during a regular forum. This allowed wellbeing and spiritual aspects to be explored and discussed in safe and community focussed manner.

We also saw the welcome return of some of the externally provided programs around driver education and responsible behaviour offered at Years 9, 10 and 11, which were unable to be

conducted in 2020 and 2021 due to the pandemic restrictions. We hope all of these, and more, will return for 2023.

The middle leadership structures of the College seek to reflect the all-important intersection between the spheres of learning and wellbeing. The Deputy Principals Students and Learning work collaboratively and are members of each other's committees. A Director of Students (Learning & Wellbeing) provides support in both these spheres and acts as a further bridge between the two. In each respective year level, the Level Leader and Level Learning Leader work collaboratively to ensure student wellbeing, behavioural and learning support and achievement. This structure reflects the purity of the classroom teacher's experience, overseeing both the learning and wellbeing of students in their class.

VALUE ADDED

At the heart of Student Wellbeing at St Joseph's College is our Catholic ethos, and it is underpinned by our Salesian Charism and Spirituality.

Our objective is to establish a secure and safe environment that values and acknowledges each student, while upholding their dignity. We maintain an unwavering respect for our students, which serves as the foundation of our relationship. Our aim is to foster an environment that nurtures students and offers them ample opportunities to showcase their talents and abilities.

We endeavour to live up to the Charter for Salesian Schools in Australia (Melbourne, 2003) 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.

Student-teacher relationships to student connection are essential at St Joseph's College. Students and teachers enter into a professional working relationship based on mutual respect and shared goals.

Upon students' return to school following the lockdowns of 2020 and 2021, we provided opportunities for socialisation wherever possible, using covid-safe practices to provide the boys with engaging events and theme days. This was most powerfully evident in the hybrid online/face-to-face Opening Whole School Assembly, which provided the community with an opportunity to start the year in a memorable way and a sense of normalcy.

Mentoring Programs

There are a number of mentoring programs operating 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.

Opportunities for Participation

Sport

- We recognise the physical, social and wellbeing benefits achieved by involvement in exercise and sport, and thus participation in sport is an integral part of student life at St Joseph's College. Consequently, it is compulsory for all students to compete in at least House Sport or a School Representative team; many participate in both.
- 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
- Athletics
- Cross-Country

Summer Sports

- Cricket
- Volleyball
- Hockey
- Tennis
- Golf
- Triathlon

Winter Sports

- Football
- Soccer

Spring Sports

- Basketball
- Table Tennis
- Badminton

House Sport

House Sport provides those boys who 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 Debating, 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
- VCAA Public Speaking

The Arts and Technology

- Generations In Jazz music festival
- CEM masses, liturgies and events
- Community performances
- ACC Accent on Music (biennial)
- ACC music workshops
- Various groups, including drum line and choir
- 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 through VCE VET: Sport and Recreation as part of their Year 11 and 12 program. Following postponements in both 2020 and 2021, 2022 saw Year 10, 11 and 12 students each experience the Alpine Adventure at different times during Term 2.

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 following an extensive leadership training program across Term 3 and a Leadership Retreat. Local MLAs assist in the process, part of which is held in the Legislative Assembly at Parliament House.
- 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. In 2022 this was held at St Marks in Port Pirie, South 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.

Student Representation on Working Groups and Committees

- Students have the opportunity to represent student viewpoints on committees and working groups considering changes that have an impact on the students themselves.

- For example: uniform committee; consultation with architects in development of Masterplan; committee on attendance; committee on bullying; membership of College Board.

International Travel and Immersion Experiences

A number of opportunities for participation in immersion experiences, including 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. As a result of COVID-19 last international trip was to Japan in 2019, while the planned 2020 Italy Immersion due for departure in March 2020 was cancelled at the dawn of the pandemic. The Japan Immersion will take place in 2023, and the Italy Immersion in 2024.
- 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 Kiribati program will recommence in 2023.
- The Cagliero Program – senior students spend time working on a Catholic mission in Samoa or Cambodia. This is another program we will enter again once it resumes.

Indigenous experience

St Joseph's College acknowledges the traditional owners of this land on which our school is built, the Wurundjeri people, and we seek to have our students understand more deeply the indigenous experience past and present.

- In the early part of 2022, St Joseph's College students from Years 10, 11 and 12 were able to participate in an indigenous immersion among the remote communities of Cape York in Far North Queensland. Conducted by Red Earth, this was the first such event in what we expect to be a tradition for our students.

In 2022, St Joseph's was recognised as a Fire Carrier School.

STUDENT SATISFACTION

Data from previous student surveys has suggested that students are motivated, engaged and confident with their learning, and that they have good relationships with one another and the teaching staff. They also indicate that they are prepared for learning. Students avail themselves to a number of co-curricular 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. In 2022, students were surveyed as part of their return to post-lockdown schooling and expressed positive responses with regards to being able to attend school on site again, with the opportunity for connection being one of the key benefits they identified.

Likewise, parents surveyed as part of the post-lockdown return to school over the pandemic period were similarly positive. They were especially positive and appreciative regarding what

we put implemented through the remote learning program, keeping their sons connected, engaged and involved.

Past parent survey results and focus group discussions also suggested that the majority of parents felt their children were well cared for at the school, reflecting the Covid view. This extended to student safety, with the majority feeling that their students are safe from bullying and harassment at the College.

In 2022, student connectedness was enhanced through the resumption of community-focussed traditional College celebrations such as St Joseph's Day and Salesian Action Day, and events such as Athletics and Swimming carnivals. Masses and other celebrations returned throughout the year. These were another way to maintain connection between students and were appreciated by most participants.

Connectedness to College is also facilitated through increasing inclusion of wider the community through events for families and increased information sessions and communication.

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

STUDENT ATTENDANCE

Student Attendance is monitored by roll marking at the start of each day and each lesson of the day. Follow up is made by Homeroom Teachers and Year Level Leaders.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	73.9%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	87.0%
Y08	85.5%
Y09	86.7%
Y10	82.5%
Overall average attendance	85.4%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	30.0
VCE Completion Rate	100.0%
VCAL Completion Rate	95.0%

Child Safe Standards

Goals & Intended Outcomes

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

Achievements

St Joseph's College continues to ensure that the Child Safety Standards was in line with requirements.

In 2016, 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.

Induction processes include reference to Child Safe Standards. A review of materials being provided to CRTs was undertaken as well as being cognisant of what the CRT supply company is providing.

Student friendly coverage of Child Safe Standards is provided at Year Level assemblies and particular care is taken with vulnerable students.

Child Safety Committee meets a number of times each year.

Mandatory Reporting e-learning certification is undertaken by all staff.

The College successfully met the requirements back in 2018 4-year cyclical VRQA audit including the area of Child Safe Standards.

Leadership

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'.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

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.

2022 presented unique challenges and opportunities for Professional Learning at St Joseph's College as we emerged from the lockdowns of the past two years. The school responded by refocussing much of its Professional Learning at supporting and developing staff capacity. In addition to school-based PD, the school actively supported staff networking and professional development in faculty and specialist learning areas.

School Based PD

- 23 Internal Professional Development Activities offered in 2022
- Total of 50 hours of school-based PD available to staff including:
 - Whole Staff training e.g. compliance modules; First Aid; Mandatory Reporting; Reportable Conduct; NCCD Modules.
 - NAPLAN training and results analysis
 - VCE Results Analysis
 - Best Practice Science Education with STILE
 - Futurist PD - Mark McCrindle - (All Staff)
 - Accreditation Workshops
 - Salesian Spirituality Sessions
 - Developing Lessons in an Online Environment
 - SIMON Refresher
 - Literacy Project PD
 - Secondary Disciplinary Literacy Project
 - Science Webinar
 - VCE Mathematics PD
 - VCE English PD
 - Education Perfect PD
 - STILE PD
 - Kirsten Bourne Literacy (whole school)
 - Behavioural Management PD
 - Student Support and Learning Enhancement
 - Staff Induction PD
 - VCEVM Training PD
 - Subject Selection Training PD
 - Other

External PD

- 107 External PD sessions (including full and half-day activities) including (for example):

- Examples
 - VCE/VCEVM VCAA Webinars
 - Social Behaviour Module upgrade
 - VCE Physics Teachers
 - Bicycle Education Instructor Training
 - Mental Health Schools Conference
 - HTAV VCE History Conference
 - School Based Assessment webinar (Unit 3 Chemistry)
 - Eastern Region Secondary Learning Diversity Leaders
 - Teachers Toolkit Unit 3/4 Biology
 - Mental Health across the lifespan 2020 conference
 - Enhancing science teaching & learning with Stile
 - VCE English EXAM Masterclass
 - Inspiring Boys to write and write well
 - Evidenced-based teaching practices (Prof John Munro)
 - Careers PD
 - School Refusal PD
 - Discipline-based PDs
 - Subject Conferences
 - COMVIEW
 - GTAV
 - STAVCON
 - VATE
 - HTAV
 - MAV
 - ACHPER
 - OTHER

Number of teachers who participated in PL in 2022

80

Average expenditure per teacher for PL

\$958

TEACHER SATISFACTION

Participation rates in internal and external Professional Learning are very high at St Joseph's. Staff continue to actively seek to improve and master their professional practice. Teacher satisfaction with both the breadth and depth of available Professional Learning is high.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	80.8%
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ALL STAFF RETENTION RATE

Staff Retention Rate	82.6%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	40.0%
Graduate	45.3%
Graduate Certificate	13.3%
Bachelor Degree	86.7%
Advanced Diploma	4.0%
No Qualifications Listed	6.7%

STAFF COMPOSITION

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	98.0
Teaching Staff (FTE)	85.0
Non-Teaching Staff (Headcount)	35.0
Non-Teaching Staff (FTE)	33.9
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

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

Connection with community is an integral part of life at St Joseph's College. This connection extends beyond our immediate community. The College enjoys strong relationships with the wider community including local primary schools and secondary Colleges.

In 2022, 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 Religious Education Leader who has parish liaison responsibilities incorporated into his 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 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 'Sound of Music' 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

- The usual Kiribati experience was unable to occur due to COVID restrictions.
- The overseas experiences of Japan and Italy were unable to be considered due to COVID and ensuring no unnecessary risks were taken.

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 and Centre in Safety Beach. The program was modified to ensure students' risk of contracting COVID was low.
- 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 Expedition 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 Mt Hotham Area.
- The Year 10 Alpine Experience took place along with Years 11 and 12 which were not able to take place in the last two years due to COVID.

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 were unable to participate in external activities due to COVID restrictions.

PARENT SATISFACTION

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

Parent activity at the school began to increase again.

Parents commented:

- Appreciated the level of care the College took as students returned to a largely uninterrupted year.
- Enjoyed the opportunity of several online events e.g. Parent/Teacher/Student conferences.