

ANNUAL REPORT

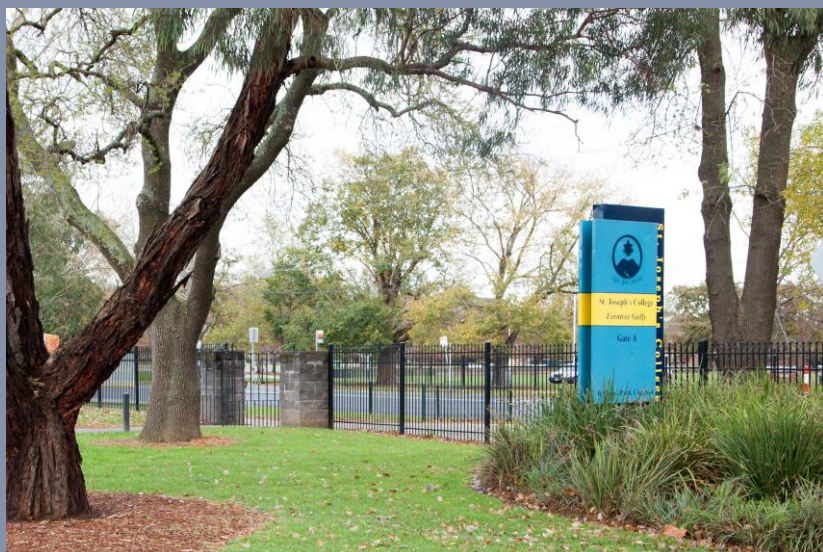
TO THE SCHOOL
COMMUNITY

2018



St Josephs
College

ST JOSEPH'S COLLEGE, FERNTREE GULLY



SCHOOL REGISTRATION NUMBER: 1646

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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 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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

16 May 2019

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

'Sir, give me this water' (John 4:15)

Let us cultivate the Art of Listening and Accompaniment

This year's Strenna provided our community with the opportunity to reflect on the journey we share with each other in relationship. At St Joseph's College, it is well understood that "no man is an island" and we are able to achieve more effective outcomes when we collaborate with a common goal in mind.

Life at St Joseph's College is always filled with activity! There are many and varied opportunities 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, Will Morrison and Judy Islip, who have led the community with a positive attitude.

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.

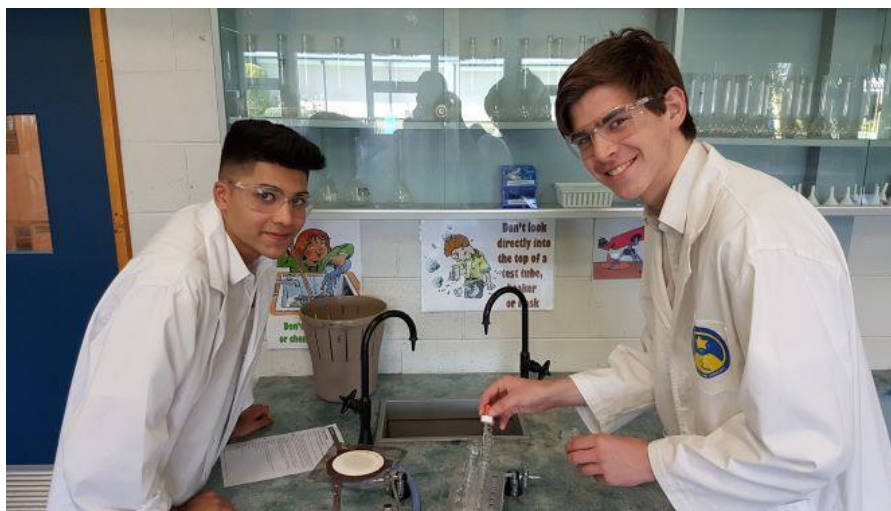
At St Joseph's College, we are so fortunate to have a number of Salesians on staff. After two years as College Rector, Father Martin Tanti sdb, leaves the College to move to the Salesian's Collingwood Parish. The work Father Martin has done in supporting the College is very much appreciated. The quiet and purposeful presence of Brother Michael Harris sdb will be missed after 11 years of dedicated service. Brother Michael is moving to Samoa to take up the role as Business Manager at Salelologa. Father Jim Acreman sdb 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 Montlaur Project Managers, the College has further progressed the Masterplan, 'Towards 2040 – An Adventure in the Spirit'.

It is the generous and skilled work of the members of my Leadership Team that enable key areas of school life to blossom, and I thank Mr Guido Piotti, Mr Andrew Cooper, Ms Ann Maree Pagon and Mr Gerard Burke for their support. My Personal Assistant, Ms Janelle Spring, provides me with very generous and skilled support. This is extended to many projects and activities including Enrolments, International Student Programs and Marketing. I am indebted to the members of my Leadership Team for their dedicated work in ensuring our students have every opportunity to flourish.

Father Alan Fox, President of the Canonical Administrators and Chair of the College Board, has provided the College with guidance and support. I am most grateful to him for the faith he shows in the leadership of the College.

Cathy Livingston
Principal



Education in Faith

Goals & Intended Outcomes

Colleges may include the goals and intended outcomes from the Annual Action Plan.

Goal

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:

- Participation in the Annual Project Compassion collection, raising over \$16,000 for CARTIAS Australia.



- Salesian Mission Collection to support the Salesian works in the three schools in Samoa by raising over \$10,200.
- Tinnies-4-Vinnies – collection of food and clothing for the Ferntree Gully St Vincent de Paul conference and surrounding area (over 4,500 items of food/clothing/toys donated). Students also donated \$2,300 to this appeal.

- An initiative as a part of the Respectful Relationships Program at Year 8, we held the 'Boy and a Shoe Box' project where we made 168 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, raising \$1,900 for Caritas Australia.



- Staff Reflection Day: With Father Timothy Radcliffe.
- Continued support of the communities in Kiribati.
- Student participation and representation at parish masses.
- Two students attended Cagliari Immersion to Samoa.
- 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 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 & 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, 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 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 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 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.

The 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 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 VCAA (Victorian Curriculum and Assessment Authority) and the CECV (Catholic Education Commission of Victoria) 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.

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 within the Year 7, 8 and 9 classrooms are designed to maximise 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 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 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 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 our four Rs: Relationships, Responsibility, Rehearsal and Reflection.

The program consists of four distinctive parts: Foundation, Discovery, Challenges 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/VCAL. A broad VCE program with multiple pathways is offered at Year 10 (subject to availability).

All courses are informed by the Victorian Curriculum and the VCE or VCAL Study Designs developed by the Victorian Curriculum and Assessment Authority (VCAA).

Student promotion is conditional upon each student meeting the requirements of the Student Promotion Policy.

Achievements

Continued Development and Promotion of the Arts

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."



Students are making the most of the increased 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). This sort of dedication and was on show throughout the ACC Concert at Hamer Hall, where all participating schools distinguished themselves with outstanding choral and orchestral performances. This was a truly momentous event, where our St Joseph's students were able to rub shoulders with other musicians and experienced professionals in the music industry.



In addition to this, the College has continued to host Year 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 ('The Wedding Singer'). Regardless of the event the boys always seem to rise to the occasion.

The St Joseph's and Mater Christi Colleges Combined Production, 'The Wedding Singer', was also another wonderful highlight of the College calendar. Just over 100 students from both Colleges helped to make this year's show our biggest and most challenging production to date. After 25 weeks of gruelling rehearsals the cast and crew delivered five outstanding performances over four very busy days.



In Term 4, the College also hosted its 'Arts and Technology Evening'. This event puts in focus all the hard work students and staff have put in throughout the year, with a particular focus on art, music, technology, media, food studies and viticulture. With such a diverse set of skills on display, the evening was a testament to the broad and varied talents and opportunities the College has to offer.



Year 9 Art

Year 7 Art

Year 8 Art



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 2018, 19 Italian Language students and three staff participated in an Italy Study Tour.

Effective Use of ICT for both Staff and Students:

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. The school recognises that improved student engagement alone is not a valid rationale for the use of any technology, but that it must also be effectively used as well. Students have overwhelmingly adopted device use for engaging in learning activities. This improvement in effective engagement for the vast majority of students is somewhat tempered by a small number of students who struggle to manage the distraction of alternative activities on devices. With this in mind, the school continues to evaluate its IT policies and practices to support all students to manage device use effectively.

The use of e-learning programs to promote the development of subject-based skills (including study skills) continued in 2018, including the use of applications such as: STILE (pedagogical tool), SIMON (Learning Management System) and 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.

In 2018, Digital Technologies was included as part of the 'core curriculum' for Years 7 to 8. For Years 9 and 10, Digital Technologies was integrated into other subject studies (including Mathematics) as well as being offered as an elective program. The Year 7 and 8 Digital Technologies program focussed on programming and robotics, utilising 'VEX Robots' and the EduStem curricula (developed by Carnegie Mellon and adapted to meet the Victorian Curriculum requirements).

Raising Student Achievement in Mathematics – A Continuing Curriculum Focus in 2018

During 2018, the maths department has undertaken a rigorous review of its current program offerings and structure, including mainstream programs, and acceleration and intervention programs. This has culminated in a change in teacher resources for 2018 across the Junior School and an overhaul of the Year 10 Mathematics program, allowing staff a greater ability to target students key needs. These changes have been made with the view to improve outcomes

through the senior pathways of VCE/VCAL by creating a solid grounding of students' key skills through the Junior School. A focus has also been created for the students looking at their different pathways with new initiatives being explored for acceleration methods for 2018 with a focus on problem-solving and utilising key skills and understandings. A key focus for the year was interpreting questions and being able to decode worded problems, moving beyond an understanding of the fluency of Mathematics.

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

In 2018 St Joseph's participated in a number of Catholic Education Melbourne (CEM) projects to improve and maximise its effective use of data to support student learning. Each of these projects (including 'The Learning Collaborative Project' led by Dr Lyn Sharratt, and the 'Intervention Framework' led by Mary-Anne Rugg (Learning Consultant, Diversity)), involved teams of five staff undertaking several days of intensive PD aimed at maximising the use of student assessment and behavioural data to identify opportunities for intervention and improvement. The practices developed in these instrumental learning projects will also be embedded into the College's Teaching and Learning program to help identify, support and monitor student achievement in 2019.

In addition, data, including ACER, NAPLAN and VCE results, was used to identify strengths and weakness in our programs in 2018. The school also participated in PISA testing with results provided to aid our understanding and support of our student cohort specifically, 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

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 course of a semester, St Joseph's College Year 10 students spend a term developing skills in mentoring and how to become effective teachers and communicators. In the second term of the Lighthouse program, these students spend two hours a week visiting designated feeder primary schools, working with a group of Grade 5 students, 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 2018, 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.

Develop Pedagogies and a Curriculum that Supports Engaging and Effective Teaching of English

In 2018, the English department established a stronger focus on improving reading and writing across the year levels. Our English programs have involved regular handwriting activities to enhance the students' abilities to respond to a range of prompts/topics and write in a variety of forms. In 2019, we will continue to ensure there is a rigorous approach to the teaching and learning of these vital skill

The Year 7 LEAP program (Learning Enrichment and Achievement Program) continues to promote the teaching of English and literacy across a range of subjects, promoting cross curricula learning. This program involves one teacher taking responsibility for the teaching of the four core subjects (Maths, Science, English and Humanities). A new unit was introduced this year which entwined both Science and English at Year 8. Both subjects looked at the film 'The Martian', focusing on the use of scientific language and knowledge in a range of different written tasks.

As an extra-curricular activity, the Writer's Workshop program, running during lunchtimes, is a program that allows for keen writers to develop their craft and receive peer and teacher coaching. It provides a positive environment that focuses on the development of story writing skills, cultivating the creativity of many of our boys.

At VCE, all three English options will be offered in 2019. These include mainstream English, English Language and Literature, providing the full range of pathways for our boys. The English skills required for the various pathways offered is mapped down to Year 7 to allow for these integral skills to be developed from the onset of their time at St Josephs.

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 2018, 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 students 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 (2018) Mission to Mars Excursion

Humanities at St Joseph's 2018

As part of History this year, the Year 8 students participated in Medieval Day where students simulate the clothing and activities of the day to day life of people in that era. In Year 9, students run Market Day, where each class runs a stall selling food, drinks and other quality items. Profit from the stalls goes to charity. Market Day is a great introduction to the commerce-related subjects. In the VCE years, students have an opportunity to further develop their knowledge and skills in Legal Studies, Accounting, Business Management, Economics, History and Geography.

As part of the VCE study, design students in Year 12 Business Management go on an excursion to Yakult. While at the factory, students can see first-hand the inputs and processes required to make the end product being a bottle of Yakult.



STUDENT LEARNING OUTCOMES

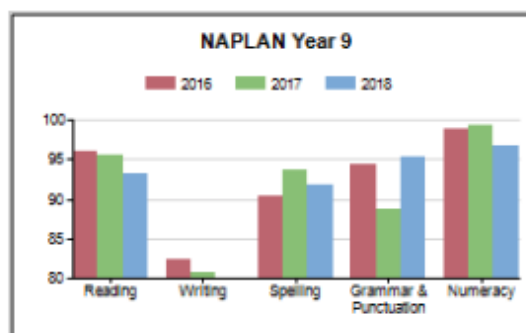
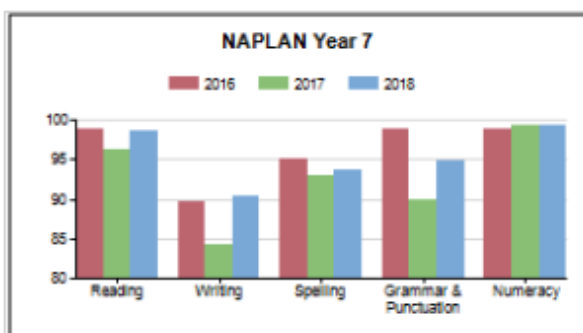
The proportion of students at or above the set minimum standards for their age group for Numeracy at Year 7 and Year 9 remained high at 99% and 97% respectively (86% of Year 7 and Year 9 were above State Average for Numeracy). Further, 99% of all Year 7s and 93% of all Year 9s students were at or above the set minimum standards for their age group for Reading.

Year 7 Numeracy results were at state average (563). Student performance in Writing was up on the previous five years results. Year 7 Reading, Grammar and Punctuation and Spelling were at (or very slightly just below) state averages.

Grammar and Punctuation results were at the highest standard for Year 9s since 2014. Writing at Year 7 and Year 9 remained below state average. School comparison report for writing reveals that growth in Writing (from Year 7 to Year 9 was very slightly below state average (matched cohort: 21 compared to state average 23).

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 it was 35. The median for Sport and Recreation (introduced at the College in 2016) was 32 (state median 30); for VCE VET Information and Communication Technology it was 34 (state median 30). For Product and Design, the median study score was 33 (state median 30); for Physical Education it was 32.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 07 Grammar & Punctuation	98.8	89.9	-8.9	94.9	5.0
YR 07 Numeracy	98.8	99.4	0.6	99.3	-0.1
YR 07 Reading	98.8	96.2	-2.6	98.7	2.5
YR 07 Spelling	95.1	93.1	-2.0	93.7	0.6
YR 07 Writing	89.6	84.3	-5.3	90.5	6.2
YR 09 Grammar & Punctuation	94.3	88.8	-5.5	95.3	6.5
YR 09 Numeracy	98.8	99.4	0.6	96.7	-2.7
YR 09 Reading	96.0	95.6	-0.4	93.3	-2.3
YR 09 Spelling	90.3	93.6	3.3	91.9	-1.7
YR 09 Writing	82.3	80.7	-1.6	71.6	-9.1



MEDIAN NAPLAN RESULTS FOR YEAR 9

Year 9 Grammar & Punctuation	564.3
Year 9 Numeracy	581.5
Year 9 Reading	568.2
Year 9 Spelling	557.5
Year 9 Writing	511.9

SENIOR SECONDARY OUTCOMES

VCE Median Score	30
VCE Completion Rate	100%
VCAL Completion Rate	100%

POST-SCHOOL DESTINATIONS

TERTIARY STUDY	56%
TAFE / VET	20%
APPRENTICESHIP / TRAINEESHIP	9%
DEFERRED	7%
EMPLOYMENT	8%

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.

Informed by diverse range of source documents – the Charter for Salesian Schools in Australia, eXcel: Wellbeing for Learning in Catholic School Communities, the PROTECT program, various Victorian Government policies, Catholic Education Melbourne policies, and our own policies – as well as our Catholic heritage, Salesian tradition and school practices, we aim to assist our boys in becoming the most engaged, resilient and successful learners they can be.

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 provides a framework that lays a foundation for personal growth and achievement. 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 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.



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 2018 St Joseph's College was lead school for the Catholic cluster in Respectful Relationships which allowed us to expand our involvement with this vital program. We were able to be a leader of Catholic schools in the region. 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'. 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.



2018 saw a significant structure in the leadership of the College, most notably the appointment of two Deputy Principals, each responsible for wellbeing and learning in the College, one at 7–9, the other at 10–12. This provides leadership of both spheres of learning and wellbeing, and the all-important intersection between the two.

In addition, the position of Director of Students was created, giving a specific focus for wellbeing to a significant leader in the school.

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 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.

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, most notably local primary schools and aged care facilities.

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 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 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
- Time to Shine CEM music showcase spectacular
- CEM masses, liturgies and events
- Community performances
- ACC Accent on Music biannually
- 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 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.

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.
- 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.
- Yingadi Immersion – Year 10 students attend this Aboriginal immersion program run by the Edmund Rice Centre at Amberley in partnership with Mutthi Mutthi elder Vicki Clark. The boys immersing themselves in learning that engages them and raises awareness of the issues surrounding reconciliation.



STUDENT SATISFACTION

Data from student surveys suggests 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. 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 and referral to counsellors.

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.

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.

The College practises continual improvement in Student Wellbeing 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 improved results in the future.

STUDENT ATTENDANCE

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 Leader 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%

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 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.



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	
Teaching Staff Attendance Rate	84.5%

STAFF RETENTION RATE	
Staff Retention Rate	79.3%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	43.2%
Graduate	39.5%
Graduate Certificate	13.6%
Bachelor Degree	92.6%
Advanced Diploma	9.9%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	101
Teaching Staff (FTE)	89.3
Non-Teaching Staff (Headcount)	43
Non-Teaching Staff (FTE)	39.2
Indigenous Teaching Staff (Headcount)	0

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

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.

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

- 30 Internal Professional Development Activities offered in 2018
- Total of 78 hours of school-based PD available to staff including:
 - Assessment and Reporting Guidelines
 - Emergency Management
 - Behavioural Support Framework PD

- EMP and Anaphylaxis Training
- Teaching and Promoting HOT (Higher Order Thinking) Skills PD
- Creating 'Data Walls'
- Managing Cyber-bullying
- Pedagogical Approaches For Engaging and Effective Learning
- Mandatory Reporting Training (including disclosure procedures)
- Child Protection Policy PD
- Group 8 Training
- Inclusive Practices/ NCCD Reporting
- Catholic School
- Analytical and Comparative Writing PD (presenter: Kyrsten Bourne)
- Formative Feedback and Assessment
- Haemophilia (training to support)
- Differentiation Workshop
- An Introduction to the Book of Genesis PD
- 'Sustainability' PD
- Respectful Relationships PD
- Supporting students with ASD
- NAPLAN Administrators PD
- Managing a Mixed Ability Classroom
- Other

External PD

- 165 External PD sessions (including full and half-day activities) including (for example):
 - Laws for School Counsellors
 - Boys' Education Conference Sydney (attended by a team of staff)
 - Subject conferences including: Music, Math, (all) Sciences, VATE, Media, etc.
 - VCAA Exam Conduct and Administration
 - Curriculum Leaders Forums
 - The Catholic Dialogue School
 - ATOM (Media) PDs
 - Respectful Relationships – Victorian Curriculum
 - Meet the Assessors (various VCE Subjects including Literature and English)
 - Teaching and Supporting Students with Special Needs
 - Auspice Training Industry Partnership PDs
 - AGVET course on spray chemicals
 - Beginning Teachers Workshops
 - Understanding Spectrum Disorder
 - Introduction to the renewed RE Education Curriculum
 - ACER Conference
 - Career Practitioner PDs/ Conferences
 - Actioning Hope PD
 - Engaging with Scripture
 - Other

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018	89
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1,085

TEACHER SATISFACTION

Participation rates in internal and external Professional Learning is 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.

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

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 2018, 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 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 'The Wedding Singer' 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 Italy to experience its rich culture and history, as well as the opportunity to study for one week in a school environment. In 2018, the Italy 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.

- The 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.