



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



St Joseph's College

5 Brenock Park Drive, FERNTREE GULLY 3156

Principal: Catherine Livingston

Web: www.stjosephs.com.au

Registration: 1646, E Number: E1242

Principal's Attestation

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

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 16 May 2025

About this report

St Joseph's College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

Yours sincerely,

Dr Edward Simons

Executive Director

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 approximately 1000 boys from Years 7 to 12, 90 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 Humanities, allowing them to develop relationships and make connections while meeting the personal learning needs of those in the homeroom.

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 role of lay people. In the Strenna 2024 (The Dream That Makes You Dream), the Rector Major encourages us to play a part in the Family of Don Bosco.

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, Darcy Truin and Sahil Singh, who have led the College community with great spirit and determination.

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. Fr Peter Tran sdb is in his second year at the College as an Assistant Priest.

Working closely with Cox Architecture, Turner and Townsend and MACS, the College has further progressed its Masterplan 'Towards 2040 – An Adventure in the Spirit'. Project 3: the redevelopment of the College's Sports Precinct was finalised. The College also completed and opened a VET Plumbing Facility which complemented our other major VET areas of Building and Construction (Carpentry) and Electrotechnology. Project 4: Year 8+ Project began in Term 3 with the ambitious program well established.

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 2024. I am most grateful for the support during the challenging times faced.

Father Mirek Knap, 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

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

Achievements

The major achievements over the past year:

- Celebrating our culture with the wider Salesian Community: Gathered with the Salesian family for the Don Bosco Youth Mass and festival. We gathered at St John the Baptist Parish in Clifton Hill for Mass and a community focused festival. Our College was represented by many students and staff who were actively involved in all aspects of music and liturgy.
- Project Compassion: With the theme 'For all Future Generations' we were challenged by CARITAS Australia to raise money and most importantly raise awareness for those less fortunate and marginalised in our world. Our annual fundraising for Project Compassion was a great success raising well over our goal of \$12,000.
- Lent - Ash Wednesday: It is a great privilege and tradition to entrust our Ashes service to the Year 12 Students for the entire college. The Year 12 Students and Fr Jim worked together to prepare and celebrate the Ashes service with students and staff of the College in homeroom groups.
- 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.

- Red Earth 2024 – Immersion to Central Australia with a group of students and three 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, memoirs, and life changing experiences.

- Salesian Action Day – Supporting the Salesian works in Samoa.

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 Samoa, specifically supporting the Sewing Program in the Don Bosco Technical Centre in Alafua Samoa. We raised \$10,000 with our efforts on Salesian Action Day, Team colours day and staff donations. This amount together with the 2023 amount will enable the Sewing Project in Samoa to be completed.

- Australian Educators Visit to Samoa – Through the Salesian Missions, twelve educators from our Salesian Schools around Australia visited our Salesian Community in Samoa for nine days. Staff participated in leading professional development, home stay and experiencing the Salesian culture inside our schools and communities.

- Salesian Cambodia Immersion – Two students represented our College at this immersion.

- St Vincent de Paul Society - We have a strong relationship with our local St Vincent de Paul Society, the Ferntree Gully Conference. Our appeal is known as “Tinnies 4 Vinnies” and we focused on collecting ‘quality items’. The focus for 2024 was again on quality and not necessary quantity. It was about educating our students on the reasons why one should be generous. We engaged with guest speakers to hear the real life stories of families and individuals who are experiencing poverty on our door step. Our aim is for this to be an eye opening and rewarding experiencing. 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 has a special character connected to 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 and Teaching

Goals & Intended Outcomes

Goal

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 discipline-based literacies.
- That teachers continue to explore and develop their pedagogical practice including the utilisation of high impact teaching strategies to promote thinking and learning.
- 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.
- That students are encouraged and supported to challenge themselves to fulfill their learning potential.

Achievements

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. They reflect an acute awareness of the uniqueness and true potential of each member of our school community. Consequently, 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, VCE VM 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 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.

Curriculum Focus

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, discipline-based literacies and lifelong learning skills. Classroom space and architecture and technology 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 explicit teaching and supported by inquiry-based learning practices. Students are supported to develop their understanding of key concepts and inquiry practices both independently and cooperatively.

Cooperative learning is also a feature of the staff Professional Learning Teams (PLTs). Team-teaching practices for core subjects at Year 7 are implemented in several core studies including English, Mathematics, Religious Education and Humanities. These cooperative

practices lead to significant improvement in teaching efficiencies and an increase in the quality and frequency of student/teacher feedback and student support.

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. Students in Years 7 to 9 participate in weekly Oratory lessons focussing on personal development and organisational skill development led by their Homeroom teacher.

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.

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

Achievements

In 2024, the completion rate of Unit 3 and 4 VCE and VCE VM was 100% with 9% of all VCE study scores in the 40's. The school achieved a Median Study Score for Unit 3 and 4 VCE studies of 32 and the Median ATAR Score was 74. The percentage of students achieving an ATAR in the 90's was 18.6% (up from 13.5% in 2023). 100% of all Year 12 VCE VM students received their certificate.

Thirty-four Year 11 students undertook Accelerated VCE studies. The Median Study Score for this group of students was 33 with 9% of these study scores at 40 or above.

HIGHLIGHTS FROM 2024

Literacy Across the Curriculum 2024

This year, our literacy focus was centred on the explicit teaching of reading and writing, with an emphasis on aligning these skills with curriculum demands across all subject areas. Teachers were supported in identifying and addressing the literacy expectations of their disciplines, helping students build stronger comprehension and writing skills.

A key development was the integration of the Science of Learning into literacy instruction, guided by MACS' Vision for Instruction. Staff explored how cognitive load and working memory influence student learning and applied this knowledge to adapt their teaching practices. This ensured that literacy instruction was not only content-rich, but also cognitively accessible to all learners. Literacy consultant Kirstin Bourne provided professional learning sessions that went beyond practical strategies for teaching reading and writing; she worked closely with staff to embed Science of Learning principles into literacy practice.

Differentiation was another key priority, with a range of tools and scaffolds introduced to support students at varying literacy levels.

At the VCE level, the annual Task Word Document was revised and shared with students to support their understanding of command terms across subjects.

Additionally, Parent Book Clubs at Year 9 and Year 12 again provided valuable opportunities to promote reading and strengthen home-school literacy partnerships.

Religious Education Achievements 2024

The Religious Education Department saw a growing number of changes across the 2024 program. We reviewed and implemented new Retreat Programs at multiple year levels and introduced an internal Sacramental Program. This saw four students and one staff member receive the Sacraments of Initiation in our College Chapel.

We have also started moving more towards handwritten booklets and away from online learning resources. Students continued to attend weekly (Year 7) or fortnightly (Year 8-12) Mass with our Salesian Priests. These allow students the opportunity to reflect and relax away from the normal classroom environment.

Year 11s continued to explore the city on multiple occasions, visiting sites of Indigenous significance and other multi-faith venues (synagogues and Christian Churches of Various denominations).

Science Achievements in 2024

2024 has been a remarkable year for the Science Learning Area — a time when curiosity transcended the classroom and students actively engaged with the real-world wonders of science.

Year 12 Psychology students embarked on an insightful journey into the science of sleep during an incursion with the Monash University Turner Institute. Leading experts demystified sleep-related phenomena, offering students a deeply engaging and thought-provoking experience.

Year 11 Chemistry came alive during an excursion to Swinburne University's KIOSC, where students applied advanced analytical techniques including UV-Visible Spectroscopy, Atomic Absorption Spectroscopy, and High-Performance Liquid Chromatography to investigate organic compounds — transforming theoretical learning into tangible experience.

Our Year 8 students explored the cosmos at the Victorian Space Education Centre's "Mission to Mars." Clad in astronaut gear, they conducted geological investigations, practiced problem-solving, and communicated like real scientists. Highlights included working in "Mission Control" and experiencing Mars-like simulations — an unforgettable introduction to space science.

Year 7 students took to the skies at Lilydale Airfield, gaining first-hand insight into the forces of flight. Under expert guidance, they even operated aircraft controls! The adventure continued at Healesville Sanctuary, where students explored biodiversity and environmental conservation, culminating in powerful poster presentations on endangered Australian species.

Science competitions provided another platform for our budding scientists to shine. Students participated in the Science Talent Search and the Australian Schools Science Olympiad, earning Distinctions and High Distinctions — a testament to their dedication and skill in scientific inquiry.

The Year 10 STEM Breakfast was a standout event, connecting students with industry professionals in a dynamic setting that inspired interest in future STEM careers. It offered valuable perspectives, fuelling students' aspirations and enthusiasm for science and engineering.

Celebrating National Science Week with the theme "Species Survival – More Than Just Sustainability" was another highlight of the year. The week featured quizzes, poster presentations, and hands-on environmental initiatives like tree planting — promoting ecological awareness and a deeper appreciation for the role of science in preserving our planet.

It has been a privilege to witness the passion, growth, and discovery that our students have demonstrated throughout the year. We haven't just studied science — we've lived it.

Here's to another year of curiosity, exploration, and innovation!

Achievements in English in 2024

The continued implementation of a new VCE English study design in 2024 required significant work and the VCE Unit 3-4 team undertook many hours in the planning and teaching of new units, including an additional marking load resulting from added assessment tasks. This hard work was extremely successful, with the department achieving its best ever VCE results: an English median study score of 34 and two perfect scores of 50. As the study design was tweaked and amended, staff continued to attend Professional Development, particularly the MACS English VCE Improvement Network which was an invaluable resource. MACS Education Consultant Kirstin Bourne also visited the school to conduct English exam preparation sessions for VCE students and a learning enhancement class for GATE students.

English subject at Years 7-10 saw revisions and changes, with the coming implementation of the Victorian Curriculum 2.0. PLT leaders participated in PL sessions to understand the impact of the revised curriculum and update their knowledge, which they then took back to their teams to build capacity.

A departmental focus on teacher marking and formative feedback saw the revision of criteria/feedback sheets for assessment tasks, ensuring a more consistent approach. Staff were given the opportunity to collaborate more widely across year level teams and they began to explore the challenges and opportunities of AI in the English subject area.

Books and reading continued to be promoted widely. All students at Years 7-8 undertook the Premiers' Reading Challenge. Parent Book Clubs were held at Year 12 and Year 9, building a community of readers and empowering parents to support their students' knowledge and learning at home. We continued to host author sessions with visits from Mark Smith (Year 9) and Cath Moore (Year 10). Staff attended VATE PL on Activating Reading Capabilities in English.

The successes of 2024 inspire the English Department to continue to build capacity and work towards excellent outcomes for all students.

Continued Development and Promotion of the Arts

In May, the College took part in the Biennial ACC Arts and Technology Exhibition at Federation Square. This was a collection of 20 works from Years 7 to 12 across all the visual arts, design and technology subjects. It was a wonderful representation of the skills, the imagination, technical prowess and the growing creative independence of our students. It was great to see so many students and families in attendance. The opening event was also marked by so exceptional musical performances by St Joseph's music students – a truly wonderful celebration of the arts.

In Media, too, we have established a weekly after school Media Club where students from 7-11 can further their photography and film-making skills.

There has been a significant push in all Art classes to focus on the manual and digital documentation of students' creative work – this can be described in a number of ways depending on the subject. It can be described as a reflection journal, a creative practice journal, a design process journal or a visual diary. From Performing Arts subjects in year 7 to Senior Visual Arts all students will now be documenting their critical, creative and reflecting thinking (in one or more forms) to ensure that each student is applying the relevant language and literacy skills.

Once again, throughout the year, the Arts was able to develop some wonderful community connections across a range of our programs. This included NGV and Burrinja Art Gallery workshops and curator-lead discussions. These opportunities form a critical part of formal assessments and help to guide teachers and students through the evolving Arts and Media learning landscape.

St Joseph's is very lucky to have some very generous past pupils who consistently give of their time to assist in careers, study and exam preparation sessions. In 2024 the Visual and Performing Arts had no less than four 'old boys' return to the college to support the school in a variety of these engagements.

The end of the College year was once again capped off with the Arts and Technology Festival in October. This year we also celebrated the Arts and Technology week with a performing arts incursion that was extended to all Year 8 students. The Australian Boys Dance Academy was invited to give each homeroom group an introduction into the finer points of hip-hop and break dancing. It was great to see the boys 'breaking, locking and krumping' with such attitude at the end of the workshop. We hope to include this in our performing Arts program for future years.

The Arts and Tech Festival itself was another wonderful celebration of a very busy but successful year at St Josephs. The evening was filled with a rich variety of student artwork, design processes and live performances/demonstrations. Exhibit items ranged from Art, Design, Media, Music, Food Studies to increasingly include more STEM and ICT offerings.

One final observation from the festival is the increasing capacity for students to blur the Arts and Technology subject areas together. We are now seeing a rise in artwork that spans genres and methods. Creative students are now exploring multimedia works that contain animation (digital and manual), 3D printing, coding and even original music composition.

Mathematics Achievements 2024

The teaching and learning of Mathematics in 2024 saw many highlights and resulted in students challenging themselves in the world of mathematics and problem solving. 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 and aimed their teaching to dealing with real world problems in particular.

VCE students were provided with Mathematical revision lectures leading up to their exams that aimed at providing the opportunities for creative and collaborative thinking. During the exam period students used break out spaces and interactive whiteboards to share their knowledge with one another in order to improve their results. This created a culture of learning and shared experience as students used these resources to assist each other.

The College was able to participate in the largest Australian Maths competition and receive some outstanding results. This competition is challenging and allows students to test their knowledge of the world around them and their Mathematics skills. It is a great achievement of all students who participated in this prestigious competition.

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 2024 and we endeavour to do the same in 2025.

Valdocco (Year 9) Achievements 2024

2024 was another year of significant development and enormous growth for the Valdocco campus as we continue to create engaging and high - impact learning opportunities for our students. The year was defined by a collective commitment from our incredible staff to finding the balance between purposeful engagement, preparing students for future pathways and the senior school, and connecting learning to the real world. As a result, 2024 was a successful year in every sense, from the improvement in student learning opportunities and outcomes, to continued connections with our family partnerships, and our collective improvement in our practice and reflection as a Valdocco staff team.

2024 saw a range of curriculum changes in our core Foundations subjects, with the addition of new English units such as Crafting Text, designed to enrich the learning experience and enhance our pedagogical approach in catering all student needs. The core studies program continues to be a vital component of the campus, particularly when using a data-informed approach to planning, designing, and implementing an updated curriculum that reflects meaningful scope and sequence, and includes engaging learning activities that prepare students for assessments and examinations.

Similarly, the Discovery program was significantly updated in 2024 to include a more comprehensive curriculum across the areas of Humanities, STEM, Health and Human Development, and Arts and Technology, with a focus on offering a balance of theoretical and practical learning opportunities for students. This year, the focus was on further integrating the four key skills implemented last year, in each Discovery unit to reflect not only the cross-curricular foci for Year 9 but also link to the relevant skills ideal for the 21st-century world of work: Technology, Sustainability, Leadership and Teamwork, and Creative and Critical Thinking. In addition to the theory and practical elements of these units, 2024 saw the addition of further links to indigenous studies and the addition of two outdoor legacy projects that provided an opportunity for students to apply their learning through a year-long, campus-wide initiative.

The Integrated Studies unit was also an area of significant focus in 2024. This program saw our students learning outside the classroom and encapsulated the Valdocco mantra that: learning can take place at any time and place. From the Outdoor Expedition to the My Town News Report investigation to our visits to the landmarks of the CBD during My City, and our final My Market Day event, the integrated studies units are rich with engaging learning experiences that invite students to take on different roles as they explore a range of communities and environments, and their role as active citizens.

Finally, 2024 also saw significant growth in our pastoral and personal development programs, with a focus on preparing students for life outside and beyond the classroom. The continued development of the Self Care unit in Term 1, the Job Ready unit in Term 2 and the Respectful Relationships unit in Term 3, provide opportunities for students to think about their role in society, and link to the values of rehearsal, relationships, respect, and responsibility.

Overall, this was a year of significant growth and huge success in many areas, whilst also providing opportunities for further growth and development to ensure our program continues to be engaging and rigorous for our Year 9 learners.

Health and Physical Education 2024

This has been a transformative year for our school community, with significant achievements in both curriculum development and facilities utilisation.

Perhaps the most visible change this year has been the completion of our sporting facilities upgrade. Students and staff alike have embraced the opportunity to use our new soccer pitch, AFL oval, athletics track, and hockey pitch for the first time. These world-class facilities have elevated our physical education program with the increased space and specialised areas.

This year saw the successful launch of two innovative programs for our Year 10 students. The 'Fit for Life Program' has introduced students to sustainable fitness practices and nutritional education that they can carry into adulthood. Student engagement has been exceptional, with increased awareness of health choices across the cohort. The 'Fitness Combine Day' was another highlight, providing students with professional-style athletic assessments of their fitness.

Our VCE Year 12 results were exceptional this year, with particularly outstanding achievements in Health. We celebrated a perfect study score in Health, a testament to both student dedication and our curriculum. Sport and Recreation, Physical Education and Health students all performed remarkably well.

As we move into the next academic year, we aim to further integrate our curriculum with our new facilities, creating even more opportunities for students to connect theoretical learning with practical application.

Humanities at St Joseph's College 2024

The Humanities faculty includes subject relating to History, Geography and Commerce fields. In these subjects' students examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people's interconnections with the environment and political landscapes.

As part of their History studies, year eight students will participate in The Australian History and Geography competitions as well as Medieval Day where they 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.

This year the Year 10s once again participated in the "ACC Pitch Competition" It was an opportunity for students to compete against other Catholic schools by presenting a business idea to a panel of experts and ask them for money or other expertise.

Languages Highlights in 2024

Each year continues to be a busy one for the Languages Department at St. Joseph's!

One of the major highlights was the trip to Italy. Students enjoyed travelling around Italy, practising their Italian skills, seeing the many wonderful sights, and eating lots of delicious food.

Students in VET Applied Languages from Year 9-11 visited the city to take part in a range of activities to challenge their language and cultural knowledge outside of the classroom. These activities varied from visits to a language school to make traditional Japanese sweets, expeditions to Lygon St, and lots of other Italian and Japanese food experiences.

Many other cooking experiences took place across the course of the year, including pizzelle (Italian waffle cookies) and fresh gnocchi, as well as Japanese favourites such as onigiri (rice balls), yakisoba (fried noodles), soba noodles, sushi, and dorayaki (sweet red bean-filled pancakes).

Our Year 9 Italian students participated in coffee workshops, as they worked towards achieving a certificate of competency in coffee making. Year 9 Japanese students learned a variety of language related to Japanese cooking and participated in cooking workshops to allow them to demonstrate and practice their knowledge.

Languages week also continues to be an enjoyable experience for all, with a variety of activities from Japanese drumming to Italian comedic theatre, movies, and food- related sessions.

Some students represented the college at the JLTAV (Japanese Language Teachers' Association of Victoria) speech competition, and our Year 10/11 Italian students competed in the Dante Alighieri poetry competition. We are very proud of the results of these ventures and congratulate our students on the effort they put into presenting their speeches at these competitions.

A highlight of the year was the Careers Expo, where students had the opportunity to explore various displays showcasing the long-term benefits of language learning. We were also privileged to host guest speaker Gary Bonar, an ex-staff member of St. Joseph's, who spoke to students about the profound benefits of learning languages. Gary shared his personal journey and how learning languages has shaped his career and worldview, inspiring our students to appreciate the lifelong advantages that come with bilingualism.

Our Language teachers continue to demonstrate their unique flexibility to explore a wide variety of tools in their classrooms, allowing them to tailor their teaching to suit different learning styles and interests. From digital resources like language learning apps and

interactive websites to traditional methods such as role-playing, and hands-on cultural activities, they consistently create engaging and dynamic lessons. This adaptability not only keeps lessons fresh and exciting but also fosters a deeper connection to the language and culture, making learning more effective and enjoyable for students. In 2025, there will be a new Challenge B program at year 9, which our language teachers have also been hard at work writing curriculum and preparing for.

Technology Highlights in 2024

The year 2024 has been a year of innovation, growth, and outstanding achievement within the Technology Department. With a focus on hands-on learning, creativity, and technical excellence, we have witnessed significant progress across a broad range of Technology subjects.

Students from Year 7-10 had the opportunity to study a range of subjects in the Technology faculty, including Food Technology, Design and Technology, Product Design and Technology, and Digital Information Technology. There was great excitement in these subjects, with Year 7 students producing wooden pencil cases, Year 9 students constructing wooden stools, and Year 10 students designing and building coffee tables. Year 9 ICT students also engaged in video game development, learning to code, design gaming environments, and develop interactive features using professional-grade software.

Across our VCE Technology subjects, we experienced outstanding success in 2024, with numerous Year 12 students in Information Technology, Food Studies, and Systems Engineering achieving study scores above 40 — a testament to their remarkable commitment and expertise. In Information Technology, seventeen students successfully attained the Certificate III in Information and Communication Technology, highlighting the department's strong emphasis on equipping students with industry-relevant skills. The Food Studies team further demonstrated their culinary talents by earning second place at the ACC Culinary Competition, showcasing their creativity, technical skill, and ability to work collaboratively under pressure.

Food Technology students showcased their culinary expertise by catering for the annual Arts and Technology Evening, presenting an array of impressive dishes, and were awarded second place in the ACC Culinary Competition.

The highlight of 2024 was the annual Arts and Technology Festival. The evening provided a platform for students to exhibit their creative projects and technological innovations from across the Performing Arts, Visual Arts, Design Technology, and STEM fields. The Food Technology students from Years 8-11 prepared and served a range of delicious finger foods, adding to the celebration of student achievement and creativity.

The Technology Department at St Joseph's continues to foster a culture of innovation, technical excellence, and creativity, ensuring students are equipped with the skills and knowledge necessary for future success.

Student Learning Outcomes

Year 7 NAPLAN participation was 94% (including no exemptions). The NAPLAN data revealed that Years 7's were above National scaled median results for Boys in all assessments with the exception of Spelling with a Median of 532 (State and National median 540). School NAPLAN Numeracy results for Year 7s were above the State (551) and National (545) median, at 559. Writing was above the State (540) and National (529) median, at 547. Reading was above the State median (540) and National median (530) at 542.

Year 9 NAPLAN participation was 98% (including no exemptions). Year 9 NAPLAN data revealed that Years 9's were at or above National scaled median results for Boys in all assessments. School NAPLAN Reading results for Year 9s was well above the State (570) and well above National (562) median, at 590. Writing was at the State median of 569 and above the National (556) median results. Numeracy was also at the State median at 577 and above the National median (570).

The school continues to focus on improving Numeracy and Literacy skills and this is being reflected in improved NAPLAN results over recent years.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	529	61%
	Year 9	552	59%
Numeracy	Year 7	557	78%
	Year 9	577	71%
Reading	Year 7	542	75%
	Year 9	576	76%
Spelling	Year 7	523	64%
	Year 9	565	75%
Writing	Year 7	548	73%
	Year 9	569	65%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	32
VCE Completion Rate	100%
VCE VM Completion Rate	100%
VPC Completion Rate	*

*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Post-School Destinations as at 2024	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

Student Wellbeing

Goals & Intended Outcomes

Goals

The key ceremonies and events of St Joseph's College are always topped off by a rendition of the College Song, where, in a spoken word bridge, a Year 7 student proclaims "I arrive a boy" and a Year 12 student responds, "And leave a man". This perfectly captures our goal to support the personal, educational and faith development of boys into capable young men who can flourish and thrive in contemporary society.

In the Twenty-First Century world, being a young adult means more than simply having technological proficiency. It entails possessing effective 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 nurture our students' continuous development throughout their formative years. We focus on engagement, personal resilience, intrinsic motivation, and the ability to accept personal responsibility both within and beyond the classroom.

We strive to cultivate highly engaged, resilient, and successful learners. Beyond academic excellence, we encourage our students to embody St. John Bosco's Salesian vision of young people as "Good Christians and Upright Citizens" – fully participating adults with a lived experience of faith. Our principles draw from diverse source documents, including the Charter for Salesian Schools in Australia, eXcel: Wellbeing for Learning in Catholic School Communities, the PROTECT program, Victorian Government frameworks, Melbourne Archdiocese Catholic Schools and Catholic Education Commission of Victoria directives, alongside our own policies, procedures and practices. These aspirations are deeply rooted in our Catholic heritage, Salesian traditions, and established school practices.

Our goal is to create an environment where students can thrive academically, socially, and spiritually—feeling part of a vibrant and dynamic community that prepares them for the challenges of an increasingly complex world. In doing so, we remain true to our values and traditions, guiding students to become the "Good Christians and Upright Citizens" envisioned by St. John Bosco.

Intended Outcomes

- To increase student resilience.
- To enhance student motivation, engagement, and responsibility in their learning.

- To ensure student participation in, and respect for, the classroom setting remains consistently positive.
- To make student voice active and bring it to life.
- To strengthen students' connection to their school, teachers, and peers.

Achievements

Achievements

At the start of 2024 we launched our Values Compass, which seeks to capture the essence of what the school holds as vital and what should be the aim of each member of our community - students, staff, and parents alike. The Compass lives up to its metaphorical name, providing direction our guiding principles. The six core values of St Joseph's College are represented on our Values Compass, with Safety at the forefront, ensuring a secure environment where students can thrive. Learning, Respect, Shared Expectations, Involvement, and Catholic Identity form the other cardinal points, each integral to fostering a thriving community where young people are encouraged to grow, achieve, and live by Gospel values.

Throughout 2024, we focused on strengthening our Student Wellbeing Framework to further enhance student support, engagement, connection, and achievement. The Student Wellbeing Framework Working Group was tasked with capturing the broad range of wellbeing initiatives across the school and ensuring they were reflected in the framework. This process aimed to ensure that all wellbeing offerings are strong, sequential, and effective, with student wellbeing across personal, learning, and community spheres appropriately mapped and measured. The goal is to develop a more comprehensive and enhanced framework, with a scheduled launch in 2025.

As we work towards this goal, we continue to 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 authentic and 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 students. Each St Joseph's student is known and nurtured in the spirit of caring and concern that characterises the school community.

The 2024 school year has seen significant developments in our approach to student wellbeing. The establishment of regular student focus groups has greatly enhanced student voice, with these groups playing a role in policy formation, facility improvements, and even in suggesting focuses for teacher professional development. This initiative has empowered our

students to take ownership of their school experience and actively contribute to the improvement of our community.

Homeroom continues to be a vital source of connection and check-in, as do our College celebrations and rituals, each born of an ever deepening and rich heritage.

Students of St Joseph's College should 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 know 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.

The College's building program continued into 2024 with the start of the Year 8+ Project, the establishment of a Year 8 precinct that will provide not only world-class teaching facilities but also social hubs, spaces for students to gather and connect. In addition the Year 8+ Project will reinvigorate essential student support services: the Student Services Centre and the Occhiena Centre, both vital to the wellbeing of our students.

At St Joseph's College we aim to make the transition to secondary schooling a smooth and engaging process. Our Year 7 students are supported by a dedicated team of teachers, structures designed to ease transition and the College's Bosco Brothers program, which connects Year 7 students with senior students from their Orientation Day as Year 6 boys right through their Year 7 year. This mentoring relationship spans Year 7 and beyond, starting during the students' last days as Year 6 students with the Orientation Program.

Our students are provided with comprehensive range of academic and sporting opportunities in world class spaces. We also offer our students leadership, public speaking and performing arts programs where they thrive, growing into mature young adults, developing and refining 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 has continued its involvement with the Respectful Relationships 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 2024, we expanded the Oratory model to include Year 9, building on its success with Years 7 and 8 when it was introduced to those year levels in 2022 and 2023 respectively. This expansion has provided a well-resourced and structured program running during a regular forum across Years 7 – 9 and Year 12, allowing wellbeing and spiritual aspects to be explored and discussed in a safe and community-focused manner. We have also continued to offer externally provided programs around driver education and responsible behaviour at

Years 9 and 11. In 2025 Oratory will be expanded to include Years 10 and 11, completing the circle of pastoral focussed classes at the College.

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, and this is further enhanced by the Deputy Principal Community role.

In addition, the roles of Head of Students and Head of Learning, both of whom provide support in both these spheres and act as a further bridge between the two, are also vital to this intersection being a rich and successful one. 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.

Throughout 2024, we placed significant emphasis on parent engagement, creating increased opportunities for parents to be involved in the school community. This approach recognises the critical role parents play in supporting student wellbeing and achievement.

Our staff participated in targeted professional development focused on wellbeing. Dr. Maria Ruberto provided valuable resilience training, while Dr. Judith Locke conducted sessions on working with and engaging parents. Dr. Locke also worked directly with our parent community in a well-attended evening event, further strengthening the home-school partnership.

Value Added

Student Wellbeing

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.

This year's introduction of the Values Compass further strengthened our community's shared understanding of what makes St Joseph's College special. By emphasising Safety, Learning, Respect, Shared Expectations, Involvement, and Catholic Identity, we have provided clear guidance for all members of our community on how to live our values in practice.

Mentoring Programs

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

Senior students act as Big Brothers to the younger students as part of the 'Bosco Buddies' program, 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. They 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. In 2024 the Bosco Brother program was revitalised to a great degree.

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. All Year 10 students experience the Alpine Adventure during Term 2.

There are also opportunities for students to travel to Tasmania or New Zealand as part of the Outdoor Education 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 following an extensive leadership training program across Term 3 and a Leadership Retreat. Local MLAs assist in the process.

- One representative from each year level joins the SRC Executive on the Student Council.

Other Student Leadership Programs

- The Salesian Captains' Conference is a conference for student leaders from all the Salesian schools across Australia. This provides a great opportunity to enhance the sense that we are part of something bigger - a broad, Catholic community spanning the nation, linked by the example of Christ and the charism of the Salesians of St John Bosco.
- St Joseph's College has partnered with Yellow Arrow and a number of secondary Catholic schools to engage in the Project Santiago leadership program which engages Year 10 students to undergo leadership training and create authentic, sustainable projects for their schools.
- The ACC provides opportunities for student leadership, including the annual ACC Leadership Launch, online Leadership Forums throughout the year, and Sports Leaders' Training.

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 2024 Italy Immersion was the first since the pandemic lockdowns that started in 2020, and was highly successful. There was strong interest and participation from students.
- 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 also recommenced 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 acknowledge 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 2024, 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, which has become a tradition for our students.
- St Joseph's is a recognised Fire Carrier School.

Student Satisfaction

Data from 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.

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.

Student connectedness continues to be strengthened by community-focussed traditional College celebrations such as St Joseph's Day and Salesian Action Day, and events such as Athletics and Swimming carnivals. Masses, as well as other celebrations throughout the year. These maintain connection between students and are always 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

Attendance

As stated in the College's MACS-informed attendance policy, student attendance to school is vital for the impact it has on life opportunities for young people in terms of providing them with education and support networks, and enhancing academic and wellbeing outcomes for children and young. Positive school attendance and engagement enables students to participate in the school's educational program as well as develop their social skills.

At St Joseph's College, we monitor and support student attendance in the following way:

Parents are asked to notify the school of absences on the day of absence, and the reason is recorded. There are established Homeroom, classroom and administrative practices for checking and cross-checking attendance, with follow-up at those levels also. Parents are contacted on the day of absence if the absence is unexplained, with follow up continuing and escalating if required.

Where the rate of absenteeism becomes a pattern of concern, the College will put in place a number of interventions including regular meetings and support sessions, and support for students and, if needed, for families.

Families are advised about college expectations regarding attendance through various means, including the College website, the Student Diary, direct contact and newsletter reminders.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	79.9

Average Student Attendance Rate by Year Level	
Y07	89.8
Y08	88.3
Y09	88.1
Y10	86.4
Overall average attendance	88.1

Leadership

Goals & Intended Outcomes

Goals

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

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
List Professional Learning undertaken in 2024
<p>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.</p> <p>Highlights of the 2024 Professional Development program included presentations by:</p> <p>§ Leon Furze: The applications and implications of AI technology for learning and teaching.</p> <p>§ Judith Locke: Engaging with parents</p> <p>§ Maria Ruberto: Managing stress</p> <p>§ Kirsten Bourne: Literacy PD</p> <p>The school continued its involvement in the MACS supported Secondary Disciplinary Literacy Project shifting its focus to interdisciplinary writing skills.</p> <p>The continued upskilling of staff in the use of technologies, development and delivery of learning intentions and application of High Impact Teaching Strategies continued to be major foci of the Professional Development program in 2024.</p> <p>The school also continued to support reflective practice (PIVOT activities) as well as subject based PDs throughout the year.</p> <p>School Based PD</p> <ul style="list-style-type: none"> · 28 Internal Professional Development Activities offered in 2024 · Total of 48 hours of school-based PD available to staff including: <ul style="list-style-type: none"> · Whole Staff training e.g. compliance modules; First Aid; Mandatory Reporting; Reportable Conduct; NCCD Modules · Fr. Elio Capro: Breaking Open the Salesian Strenna · PIVOT data collection and feedback · NAPLAN training and results analysis · VCE Results Analysis

Expenditure And Teacher Participation in Professional Learning	
<ul style="list-style-type: none"> · Maria Ruberto – Managing Stress (All Staff) · Leon Furze – AI for Teaching and Learning (All Staff) · Accreditation Workshops · High Impact Teaching Strategies (Workshop for Teaching Staff) · Salesian Spirituality Sessions · SIMON Refresher · Secondary Disciplinary Literacy Project · Jacaranda Text – PD for Staff · Education Perfect PD · STILE PD · Behavioural Management PD · Student Support and Learning Enhancement · Staff Induction PD · VCE VM Training PD · Subject Selection Training PD · GALE Data Base Training for staff · Warden Training · First Aid for All Staff · Other 	
External PD	
<ul style="list-style-type: none"> · 139 External PD sessions (including full and half-day activities) including (for example): · Examples · SIMON conferences 	

Expenditure And Teacher Participation in Professional Learning	
·	TimeTabler PD
·	NASA Space Station PD (USA)
·	VCE/VCE VM VCAA Webinars/ Induction
·	NAPLAN Analysis Ideas Webinar
·	VCE English Language Day
·	CDES Psychology Teachers Conference
·	Secondary Disciplinary Literacy Project PD
·	Teaching Excellence Program
·	VATE English Day
·	MACS Vision for Instruction POD
·	HTAV VCE History Conference
·	STAV VCE Chemistry Conference
·	School Based Assessment webinar (Unit 3 Chemistry)
·	Eastern Region Secondary Learning Diversity Leaders
·	Biology Teachers Toolkit Unit 3/4 Biology
·	Enhancing science teaching & learning with Stile
·	VCE English EXAM Masterclass
·	Careers PD
·	Discipline-based PDs
·	Subject Conferences
·	COMVIEW
·	GTAV
·	STAVCON
·	VATE

Expenditure And Teacher Participation in Professional Learning	
<ul style="list-style-type: none"> HTAV MAV Psychology Peak Physical Education Conference ACHPER OTHER	
Number of teachers who participated in PL in 2024	85
Average expenditure per teacher for PL	\$1273.00

Teacher Satisfaction

Teachers are satisfied with the opportunities provided to them. Opportunities align with the Strategic Direction of the College.

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.

Teacher Qualifications	
Doctorate	0
Masters	35
Graduate	31
Graduate Certificate	10
Bachelor Degree	61
Advanced Diploma	3
No Qualifications Listed	25

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	101
Teaching Staff (FTE)	91.22
Non-Teaching Staff (Headcount)	41
Non-Teaching Staff (FTE)	33.52
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

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Parent Satisfaction

Parent Satisfaction

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

Parents/Guardians feel connected to the College.

Communication between teachers and parents/guardians is strong. Information sessions occur at various times during the year.

Parent/Teacher/Student interviews occur on multiple occasions through the year.

Parents have the opportunity to come up to the school for events such as Parent Book Clubs.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.stjosephs.com.au