ANNUAL REPORT
TO THE SCHOOL COMMUNITY

ST JOSEPH’S COLLEGE
MILDURA

REGISTERED SCHOOL NUMBER: 0236
Contact Details

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154 Twelfth Street
Mildura VIC 3500

PRINCIPAL
Marg Blythman

GOVERNING AUTHORITY
Mercy Education Limited

SCHOOL BOARD/ADVISORY COUNCIL CHAIR
Suzanne Watt

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Minimum Standards Attestation

I, Marg Blythman, attest that St Joseph's College, Mildura is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016
Our College Vision

St Joseph’s College has a long and proud tradition of service to families in Sunraysia.

Commencing in 1906, the Sisters of Mercy have provided continuous commitment to education in the region for over 110 years.

Catherine McAuley, the foundress of the Sisters of Mercy, modelled her life of service on the example of Jesus. She asks the Sisters who have followed to do likewise. Members of the St Joseph’s College community need look no further than these Sisters and our mission statement to understand what it means to prosper in our community.

As a Catholic Mercy School, we aim to see Christ in all the people of this community, making the College a place of hope and love. We aspire to live by our seven core values:

**Spirituality**: we should nurture in the individual and the community a sense of being connected to God.

**Compassion**: we must create a place of hope and love and compassionately seek to empathise with and respond to others in a spirit of mercy.

**Justice**: we must promote justice, opportunity and equity through the awareness of the rights and responsibilities of all.

**Excellence**: we need to encourage and celebrate the development of excellence within the College community.

**Hospitality**: hospitality is experienced by creating a welcoming and friendly environment.

**Community**: community means belonging, respect, support and commitment as partnerships develop.

**Service**: service means seeking and providing a Mercy mission within and beyond the St Joseph’s College community.

If we all work collectively towards the same goal, to make St Joseph’s College a place where all feel welcome to develop their rich talents, each individual will be able to play their part and our collective success is assured.
College Overview

Strategic Direction (2012-2015)

Over the next two to four years, we aim to:

- Enhance our understanding of what it means to be a Catholic School in the Mercy Tradition.
- Improve student engagement by better understanding individual needs by making more creative use of the learning environment and improving differentiation in the classroom.
- To develop understanding of instructional leadership as a means of improving learning outcomes for students.
- To develop collective ownership as a staff for school improvement and share information more openly and effectively.

Overview

- St Joseph's College is situated near the Mildura CBD in close proximity to all services and facilities that the city offers. It is a co-educational Catholic College with an enrolment of 910 (2014), 935 (2015) students from Years 7-12. It is the only Year 7-12 school in Mildura, as the DEECD have chosen a model of 7-10 Colleges and a single Senior College for 11/12. St Joseph's College is well resourced, especially in areas such as ICT, The Arts, Health and Physical Education. The College operates over two sites, with the original site on Twelfth Street (The Enright Campus) as well as the Eleventh Street Site (The Mercy Campus) which is located one kilometre away.
- The Mercy Campus has two full sized basketball courts, inbuilt seating for 1000 people, a rock climbing wall, a conference centre, a food technology centre, a 350 seat state of the art acoustic theatre as well as a Trade Training Facility offering Hospitality and Hair and Beauty. As at the start of the 2015 Academic Year, this site is also the home of the Year 8 Campus. The entire Year 8 cohort operate out of this facility in undertaking their “Learning for Life” curricular and extracurricular programs.
- Graduates of St Joseph's College tend to undertake further/tertiary education in either Melbourne or Adelaide, although 8.8% choose to defer their studies.
- St Joseph's College enjoys a diverse cultural community with a Language Background Other Than English (LBOTE) of 8.9%. Of these cultural groups, the largest is Turkish (28.9). Other groups based on language include Tongan, Vietnamese, Thai, Tamil, Tagalog, Italian, Greek, Arabic, Afrikaans, Dari and Cantonese. The College has a current enrolment of 17 students who identify as aboriginal and these students are supported by a Koori Education Worker. These cultural groups have added to the religious diversity of the College and the Year 7 intake percentage Catholic was 57.06%. The figure remains below the average for all Catholic schools in Victoria and reflects Sunraysia as statistically a highly secular community.

The College sees its primary role as helping our students develop into well rounded citizens who can make a positive contribution in the world in which they live, by growing intellectually, spiritually, physically, socially and mentally. We constantly refer to this as “Educating the Whole Person”. This is facilitated by providing a rigorous education as well as providing for extracurricular activities in the areas of social justice, public speaking, performing arts, sports and community outreach.
Principal’s Report

Introduction

The St Joseph’s College community prides itself on being a Catholic College in the Mercy Tradition and being a part of the Mercy Family. Our shared Mercy Ethos permeates into all of our daily activities as well as in our strategic decision making. The models of Jesus Christ and Catherine McAuley give us a direction as to how to treat people with Dignity and Respect and to reach out to help those in need. We are also very excited about the future direction of the College.

Leadership and Management

The Leadership Structure of our staff was reviewed and modified in 2014 for implementation in 2015, taking into account our focus on Student Wellbeing and striving for continued improvements in the learning outcomes of our students.

The College has had many exciting developments taking place over the past 12 months. Of particular note is the construction of the Maths and Science Building that forms part of our Catherine McAuley Centre. This building has been designed for 21st century learning with classes to commencing in Semester Two, 2015.

Student Wellbeing

The College Theme for 2015 was Hospitality, which became a focal point for all College Assemblies. This theme is borne out in our daily dealings between students in Homerooms and across the whole school community, where we seek a sense of justice in our dealings with each other and within the wider community.

As a part of our extended homeroom, we have started on a six-year journey that will see the implementation of a Pastoral Care programme centred on the MindMatter’s Program. The purpose of this is to ensure that students can have regular opportunities to explore various themes and experiences. We anticipate that this will enable meaningful peer relationships to develop where reflection of a shared experience in dealing with things at school and beyond, can be fostered within the Homeroom on such topics as “Connectedness,” “Resilience” and “Bullying”.

Learning and Teaching

In 2015 we had 82 students completing VCE and 6 completing VCAL. 100% of our students were successful in completion of the VCE and VCAL. In summary for 2015 our results were pleasing, in that 34% received an ATAR of 70+ 54% received an ATAR of 60+ and 69% received an ATAR of 50+.

Our focus for 2015 and 2016, are to further improve on our median study score at Year 12 and to improve the teaching that occurs in the classrooms across the school through implementation of the Danielson Teaching framework and the AITSL Professional Standards. We have also committed to a new literacy program and greater use of data to inform the teaching that occurs in the classroom.
Education and Faith

St Joseph’s College places Religious Education as central to our mission of Gospel proclamation. Our liturgy program reinforces and celebrates the Mercy Catholic nature of our College. Our major liturgies have student involvement in the planning and celebration.

The Mercy Action Groups at our two campuses are very active in providing opportunities for staff and students to become involved in a range of social justice initiatives. These involve advocacy on behalf of needy groups alongside raising awareness of justice issues in the College and wider communities. The groups raise funds to support worthwhile Mercy, other Catholic and social justice causes in the community.

Community

Community is a core value of St Joseph’s College. It permeates all that we do as a Mercy Catholic school. In our College we regard families, staff and students as intricately intertwined as we build a genuine sense of Mercy.

An important part of the College’s outreach to the Sunraysia community is the Mercy Works program, which involves all students in Years 8, 11 and 12 in specific community service activities. We aim to raise awareness of community need, the responsibility that we all have to respond to need and the development of a sense of what can be achieved when we share and combine skills and talents to address needs and to build community.

The College Advisory Council is an integral part of the decision making process of the College and we thank all members of the Council, which has been very capably and enthusiastically chaired by Mrs Suzanne Watt.

Some of the other ways the College interacts with the wider community are through the Sacred Heart Parish Soup Kitchen, as well as providing extracurricular programs for students and parents such as the Debutante Balls, Keys Please Sessions and the VCE Information Evenings.

The College continues to appreciate the important work of our Home-School Liaison Officers Sister Rosemary Graham and Sister Caroline Coyle, who provide an important link to families and the College.
College Board/Advisory Council Report

Our past year has again been a busy one. Regular meetings have continued throughout the year with the College Leadership team and we have been lucky to welcome several new faces as parent representatives on the Advisory Council.

The Advisory Council participated in the School Improvement Framework Review in 2015. The process reviews past performance using data and input from the school community and identifies and plans goals for the next four years. The final product being a forward plan to focus on five key areas of Catholic School Culture, Learning and Teaching, Student Wellbeing, Leadership and Management and School Community.

We were very pleased to welcome our Community to the opening and blessing of the Catherine McAuley Centre in September 2015. This was the final phase in several years of planning and development to deliver a modern and functional Math and Science Centre. It was a proud moment for the leadership team, staff, students and parents to see the buildings finished.

In addition, we farewelled Principal Anthony Banks and welcomed Mrs Marg Blythman as our new Principal in 2016. Marg made an immediate impact in the school, familiarising herself with all aspects of school functions and demonstrating her genuine priority of educating our children.

Suzanne Watt
Chair
Catholic School Culture

Goals & Intended Outcomes

St Joseph’s College is founded in the charism of the Sisters of Mercy and aims to build an educational community that promotes a living experience of Catholic identity, values and mission. It aims to reflect the Gospel values of Jesus Christ and in the interconnectedness of staff, students, parents, the local Church and the wider community. It is important also to network and connect with other Mercy Secondary Colleges and other Catholic secondary schools in the Ballarat Diocese. This includes the sharing of ideas, in dialogue and personal interactions and opportunities for students and staff to participate in Mercy gatherings for social justice and educational purposes.

The College worked towards the outcome of enhancing the understanding of Awakenings (the Religious Education curriculum of the Ballarat Diocese) and developing knowledge of the Shared Christian Praxis methodology. This resulting in renewed units of work with more consistent assessment processes and further developed and engaging curriculum resources.

In 2015 College Vision Statement was revised to reflect our contemporary understanding of our nature and role as a Mercy Catholic college in the Sunraysia region. This was formulated in a simplified brochure which succinctly presented the Mission, Vision and Core Values of the College. The intended outcome of all work associated with the Education in Faith dimension of our College was to foster opportunities for all associated with the College to enhance their own faith and to build an appreciation of the varied faiths of others. It was hoped that this would be reflected in improved Insight SRC survey data related to Catholic School Culture.

Achievements

St Joseph’s College continued its strong association with the Mercy education community by encouraging staff and students to participate in a variety of gatherings aimed at enhancing the shared understanding of faith and service. This included the Seeds of Justice program where students and staff from other Mercy secondary schools gathered in Melbourne to participate in social action and shared reflection on Catholic faith and justice projects.

Staff attended meetings and conferences with Mercy and Ballarat Diocese staff where the Catholic identity of schools was an important aspect of the gathering. These included meetings of Principals, Deputy Principals, Business Managers, Religious Education Co-ordinators and Curriculum Co-ordinators. Those who attended returned and shared insights into how our College could improve our understanding and practice of our Catholic mission. This informed staff who were better able to place the Education in Faith goals within the whole school approach to faith and service.

In 2015 College Assemblies and liturgies once again used the Core Values of the Vision Statement of the College as inspiration for prayer and activities. This maintained a continuity of focus for the College community when we gathered to celebrate our identity throughout the year. Similarly, we sustained a commitment to social justice and linking this it to our Catholic and Mercy roots. The College did this through various initiatives such as Project Compassion, various Mercy fundraising and awareness raising projects, daily prayer in the classroom and constant referral to our Core Values in Religious Education classes when appropriate.
The planning and implementation of the Awakenings Religious Education curriculum of the Ballarat Diocese was the key focus of Religious Education Domain Meetings. Staff were engaged in planning sessions where the Core Documents of Awakenings were adapted to the needs and expectations of our College while sustaining the integrity of the unit outcomes as per the Awakenings documentation. This resulted in constant revision and improvement of units of Religious Education across all year levels.

To raise awareness of the Core Values of the St Joseph’s College Vision Statement among staff, the weekly staff gathering to break open the Gospel of the week constantly made reference to links to the Core Values in relation to the Gospel. This connection between the basic goals of the College and lived faith was most important in our education of staff about how faith and Catholic liturgical life are relevant to the daily life of the College.

Similarly, the weekly ‘Gospel Reflection’ in the College Newsletter provided staff and families with a means of linking them to the liturgical rhythm of the Catholic Church. It also highlighted how the faith proclaimed by the College could be expressed in practical ways in families, at school and in the wider community. There were links to topics and activities in the Religious Education curriculum and to the varied service activities of the College such as our Mercy Works program. This was closely linked to the College core values of Compassion, Hospitality, Justice and Community.

The Mercy Works program involved a specific curriculum for Year 8 students which saw them engaged in a range of service activities in the community including visiting nursing homes, enhancing the environment, working with disadvantaged children and raising awareness of justice issues in the College and community. There was an active process of linking faith and action. The Year 11 and 12 students participated the Senior Mercy Works program of 20 hours of community service at both Years 11 and 12. The students initiated these projects in collaboration with the Mercy Works Co-ordinator as a means of applying Catholic social justice teaching to local needs.

### VALUE ADDED

- Seeds of Justice Student Conference – Templestowe
- Mercy Works Community Service Program
- Sacred Heart Parish Soup Kitchen
- Meals on Wheels
- Project Compassion
- Mercy Works fundraising and awareness raising activities
Community Engagement

Goals & Intended Outcomes

- Continue to engage with former students to build ongoing relationships with the College community.
- Build community partnerships between St Joseph’s College and local community groups and agencies.
- Develop confidence of current students that they can achieve at a high level with application.
- Enhance profile of St Joseph’s College in the local community to enhance marketability and continue growth.

Achievements

- Following a review of the College website, a new format was adopted which will present the College in a more professional light. It is anticipated that the new format will provide families with a more ‘user-friendly’ communication with the College which showcases students and their achievements in a more engaging and interactive format.

- The Parent Access Module (PAM) has become a key component of our communication with families in relation to student progress in subjects and general information about the College. Extensive work has been done to inform parents of the potential of PAM and to ensure that teachers maintain up to date records of student progress.

- The Tiwi Islands cultural exchange Partnership Program between St Joseph’s College and Tiwi College School commenced in Term 3, 2015. This was a successful program whereby 8 students and two staff members travelled to Darwin and the Tiwi Islands in September 2015. During this time, SJC students experience life in the north of Australia, becoming more aware of the strategic importance of Darwin to Australia’s involvement in World War II and its role today as a key link with the Tiwi Islands. The SJC students spent time with students of Tiwi College on Melville Island under the guidance of local aboriginal leaders and the Principal, Mr Ian Smith, and ex-SJC teacher. The experience was enlightening for our students and provided insights for Tiwi students about life in our region of Australia. We hope to continue this relationship as we move forward together in the future.

- St Joseph’s College continued its rich tradition of Debutante Balls with two Balls in July 2015. The Eighteen beautiful debutantes and their partners were presented to the Principal, Mr Anthony Banks and his wife, Sacha. This was a wonderful family event with many younger members of families present to see the presentations.

- The College presented The Wizard of Oz to packed houses in the Mercy Theatre. School matinees allowed primary students to view the production and to be welcomed into our College facilities. The large cast involved showed the fruits of a committed preparation in wonderful musical performances to the Sunraysia community.
VALUE ADDED

The College Calendar indicates that in 2015 the College undertook the following activities to build community and bring about overall school improvement:

- **College Masses** are a very important celebration of our identity as a Catholic Mercy College. They include the:
  - Opening Mass and Leadership Commissioning in which we welcome new members to our community and ask for God’s blessing on the year ahead
  - St Joseph’s Day Mass in which we recognise our patron saint and reflect on our purpose
  - Mercy Mass in which we recognise the wonderful contribution of the Sisters of Mercy to Catholic Education in Mildura
  - End of Year Mass in which we give thanks for the year and ask for a blessing for our graduating class

- St Joseph’s College continues to participate in Schools Sport Victoria, culminating in students competing at a state level. This assists in building networks with other secondary schools, Catholic and non-Catholic. It helps to raise the profile of the College in the local community when achievements and participation are recognised.

- A very successful College Production of “Annie” further enhanced the College’s reputation as a place in which the performing arts are both valued and encouraged within the Sunraysia community.

- Social justice activities provided the students with wonderful opportunities to contribute towards a worthwhile cause through their efforts as volunteers and through fund-raising. This further enhanced the reputation of the College within the local community as a place that values justice and community involvement.

- Camps programs at Year 8 and 10 continue to provide opportunities for students to better understand and appreciate the environment as well as to develop the personal skills such as working in teams.

- Focus Weeks in the calendar such as NAIDOC Week, Business Week, LOTE Week, Catholic Education Week and Mercy Week create an opportunity for whole school appreciation of difference and the rich tapestry of our community. These help to raise the profile of the College within the various cultural groups, business communities and broader community within Sunraysia.

PARENT SATISFACTION

Catholic culture data for parents highlights awareness of and satisfaction with the social justice aspect of the college. Parents’ satisfaction with the way students seem to have real pride in their school, the social justice aspects of the life of the college, the ‘moral’ values that students learn as well as a respect for members of the wider community. Parents feel welcome in the school. Reporting was also relatively strong and staff indicated that parents do attend parent-student-teacher interviews at report time in good numbers. Parents are, to some extent, believing that the school has a focus on improving its performance and that this will benefit their children.
Leadership and Stewardship

Goals & Intended Outcomes
Our overarching goal for 2015 was to improve leadership capacity in the College as a means of improving learning outcomes for students.

Achievements
This was to be achieved by the following focus and strategies:

- Provide a structured leadership training program.
- Promote Instructional Leadership as a method of distributive leadership.
- Monitor and measure the impact of teacher professional learning on student engagement and learning outcomes.
- Develop a contemporary professional learning model

Through these strategies we hoped to achieve the following outcomes:

- Improved Insight SRC staff survey data related to leadership opportunities i.e. role clarity, teamwork, clarity and professional growth.
- Improved Insight SRC student survey data related to engagement i.e. purposeful teaching, Teacher empathy and Stimulating learning.

To this end we endeavoured to:

- Provide training for Domain Leaders to assist in the development of skills to lead the Domain and so that their leadership skills can filter back through the domain. Some training completed. Danielson delayed but started. Training still to take place on Report formatting. Suggest training on conducting meetings with staff and ARMs.
- Develop improved feedback mechanisms (including and complementing ARMs).
- Look for opportunities for forums for staff discussion of issues relevant to the College.
- To review support for beginning teachers and for teachers new to the school.

Work towards a more collegial model of in-house professional formation which incorporates activities such as action research projects, collegiate teaching, learning walks, reflective journals and teacher showcases

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<tr>
<th>EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING</th>
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<td>DESCRIPTION OF PL UNDERTAKEN IN 2015</td>
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<td>Special Education Network Meetings</td>
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<td>Schools in for Refugees</td>
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<td>Aligning Year 10 English with VCE</td>
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<td>Enhancing Catholic School Identity</td>
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<td>Geography AUSVELS PD 7-10</td>
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<tr>
<td><strong>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</strong></td>
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<td><strong>AVERAGE EXPENDITURE PER TEACHER FOR PL</strong></td>
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**TEACHER SATISFACTION**

School Improvement Teacher Survey data indicates improvement in individual and school morale, supportive leadership, empowerment, appraisal and recognition and has led to general improvements in teacher satisfaction.
Learning and Teaching

Goals & Intended Outcomes

Philosophy
St Joseph’s College, Mildura aspires to be a living sign of faith, hope and love as we build a welcoming learning community for students, staff and families. In the spirit of Catherine McAuley, our College provides opportunities for students to be empowered.

The Curriculum also ensures that all other studies in the College are developed and taught in ways which reflect the attitudes and values being developed within the Religious Education programs.

Goals
In alignment with our Strategic Plan 2016 – 2019 our Goals are:
- To optimise strong and effective collaborative team practice.
- To grow student learning outcomes Years 7 to 12.
- To strengthen the capacity of all to develop effective relationships within the College that enhance the learning environment.
- To develop a climate that builds a professional community.
- To develop strong and shared instructional leadership at all levels.
- To foster a desire and willingness for continuous growth and improvement.

Outcomes
More engaged students / better teaching / greater learning / improved student learning outcomes

Curriculum Offerings in 2015/16
Subjects offered were as follows:

Years 7 and 8 (2015)

Year 7 (2016)

Year 8 (2016)

Years 9 and 10

**Victorian Certificate of Education (VCE)**

- Accounting
- Biology
- Chemistry
- Design & Technology – Fabrics
- Drama
- English
- Food Technology
- Health & Human Development
- Outdoor Education
- Information Technology Applications/
- Software Development
- Literature
- Mathematics
- Further Maths
- Maths Methods
- Specialist Maths
- General Maths
- Foundation Maths
- Studio Arts
- Theatre Studies
- Art
- Business Management
- Dance
- Design & Technology – Wood
- Economics
- Environmental Science
- Geography
- History Twentieth Century/Revolutions
- Industry & Enterprise
- Italian
- Legal Studies
- Media
- Music Group/Solo Performance
- Physical Education
- Physics
- Psychology
- Religion & Society
- Religious Education – Art
- Photography Unit 1
- Visual Communication & Design

**VCAL (Victorian Certificate of Applied Learning) Intermediate/Senior**

- Literacy & Numeracy Skills
- Work Related Skills
- Industry Specific Skills
- Personal Development Skills

**VET (Vocational Education & Training)**

A wide range of programs are available and are arranged individually, e.g.

- Building & Construction
- Business Administration
- Community Services
- Desktop Publishing
- Equine Industry
- Furnishing
- Hospitality
- Information Technology
- Retail Operations
- Sport and Recreation
- Fitness
Achievements

Learning and Teaching

In 2015 we had 82 students completing VCE and 6 completing VCAL. 100% of our students were successful in completion of the VCE and VCAL. In summary for 2015 our results were pleasing, in that 34% received an ATAR of 70+, 54% received an ATAR of 60+ and 69% received an ATAR of 50+. Our median study score was 29 which was slightly improved on our 2014 median.

Our focus for 2015 and 2016, are to further improve on our median study score at Year 12 and to improve the teaching that occurs in the classrooms across the school through implementation of the Danielson Teaching framework and the AITSL Professional Standards. We have also committed to a new literacy program and greater use of data to inform the teaching that occurs in the classroom.

To assist the quality of learning and teaching to take place, the College has committed to undertaking a Professional Learning Program based on the writings of Charlotte Danielson. The program focuses on developmental taxonomies and their use within rubrics to provide feedback about student learning. The quality of feedback we provide students and parents (particularly through the Parent Access Module in the SIMON learning management program continues to be a major focus of our improvement agenda in 2016.

Much time and effort in 2015 went into the inaugural Year 8 School at Mercy Campus. In 2016 we have further developed the curriculum for Year 8 with the implementation of Integrated Studies which provides great opportunities for collaborative teaching and learning and project based programs.

The Year 8 Program and the development of a curriculum that best utilizes the nature of the facilities on the separate campus and allows a great deal of integration across disciplines will be a major focus for 2016.

One of the most exciting developments over the last 24 months has been the continued integration of Learning Areas, from within the SIMON program into the organisation and feedback loop for teachers, students and parents (via Parent Access Module), which has led to a more meaningful and immediate communication medium for all involved. The more informed all parties are the better the chances that the school can improve the learning outcomes of all students.

We are confident we are heading in the right direction to improve the learning outcomes of the students and improving the teaching at St. Joseph’s College.

STUDENT LEARNING OUTCOMES

National Assessment Program – Literacy and Numeracy Tests 2015 School Comparison Report Year 7 2013 to Year 9 2015 showed that growth/progress in the areas of Reading, Writing, Spelling, Grammar & Punctuation and Numeracy were generally in line with that reported across the nation and the state based on 50th Percentile data. The data does identify Writing as an area of concern where the student’s growth has not quite matched state average. Whilst numeracy data is better than the previous year we are still concerned with our Numeracy data as whilst development / progress are in the proximity of expected level, we would have hoped for more growth to bring us to a higher level when compared to the state. We were particularly happy with our growth in the areas of Reading, Grammar and Punctuation where our growth was greater.
than that generally experienced across the state based on 50th Percentile data. As a school we targeted Grammar and Punctuation over the last 2 years and this has led to some pleasing results in this area.

### POST-SCHOOL DESTINATIONS

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<tr>
<th>Destination</th>
<th>Percentage</th>
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<tr>
<td>TERTIARY STUDY</td>
<td>61.11%</td>
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<tr>
<td>TAFE / VET</td>
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<td>APPRENTICESHIP / TRAINEESHIP</td>
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Wellbeing

Goals & Intended Outcomes

- Improved Insight SRC survey data related to Student Voice and Student Leadership
- Improved Insight SRC survey data related to staff/student relationships i.e. classroom behaviour
- MindMatters registration

Achievements

- The College continued to build a valuable program of practical training for students involved in College, House and Specialist Leadership roles. The College continued to provide leadership opportunities and training for younger year levels, particularly Year 8 at the Mercy Campus. Peer support days were part of our induction of new students. This involved Year 9 students assisting Year 7 students.

- MindMatters registration was put on hold due to changes in processes for accreditation.

- St Joseph’s College continued its commitment to Restorative Justice student management through staff training and commitment to the application of these principles in strategies employed to build relationships between students, parents/guardians and staff.

- Teachers were given detailed training on the use of Student Profiles to record and monitor student wellbeing. The key emphasis was on consistency in the use of Student Notes and Behaviour Tracking to accurately profile student progress and needs. There was a focus on ensuring that entries were regularly updated and read by teachers of students.

- The deployment of Wellbeing Staff to the Enright and Mercy Campuses was configured so as to provide maximum support to students and staff at both campuses. The Wellbeing Staff provided constant feedback to House Leaders on students and issues that needed to be addressed within wellbeing and pastoral processes. Confidentiality and respect for students was maintained as a premium value and practice.

- The College was committed to building strong links with community agencies such as the Department of Human Services, the Victorian and NSW Police, Headspace and other Wellbeing service providers.

- Staff were encouraged to use the resources of ACCESS Staff Support Services as a means of addressing personal wellbeing issues.

Student non-attendance is noted each day through the use of electric roll marking. These rolls are checked after the commencement of Period 3 each day and parents of absent students are notified by phone call or text message.

Unexplained absences are recorded and Homeroom Teachers are asked to follow up these students to ascertain the reasons. This usually involves parent contact.

When students are noted as having a number of unexplained absences, Homeroom Teachers make contact with parents to discuss the situation. House Leaders, Wellbeing and then Heads of School become involved if necessary to co-ordinate a program to ensure acceptable levels of attendance.
Any time that a student is absent from class due to visiting Wellbeing, First Aid or House Leaders an email is sent to the Student Office and the teacher of the student in that period is notified of the approved absence.

Students are expected to make arrangements with teachers to catch up on any work missed due to absences. VCE students must make arrangements with the Head of Senior School to reschedule SACS in collaboration with the class teacher. Suitable medical or Wellbeing evidence must be provided for these situations.

**VALUE ADDED**

- Year 8 Camp to the Grampians
- Year 7 Community Days
- Year 8 Domain Based Active Learner Days
- Year 10 Snow Camp
- Outdoor Education Excursions
- Inter-school, Regional and State Sporting competitions
- VCAL, VCE Textiles, Arts, Drama, Music and Dance excursion

**STUDENT SATISFACTION**

The School Improvement Surveys reveal an increase in students’ broad sense of wellbeing at school. The orderly, safe and secure student environment is a hallmark of St Joseph’s. Student behaviour is of a high standard overall and wellbeing processes are very effective. Survey data indicates students expressing increasing satisfaction with their classroom experience and teacher relationships.
## Financial Performance

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<th>REPORTING FRAMEWORK</th>
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<td>Tuition</td>
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<td>School fees</td>
<td>237,268</td>
</tr>
<tr>
<td>Other fee income</td>
<td>1,238,324</td>
</tr>
<tr>
<td>Private income</td>
<td>338,236</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>2,513,887</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>9,125,304</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td>13,453,019</td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>10,696,426</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>4,566,025</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>15,262,451</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td>0</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>2,211,012</td>
</tr>
<tr>
<td>Other capital income</td>
<td>145,237</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td>2,356,249</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>3,042,515</td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>2,094,263</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>2,780,529</td>
</tr>
</tbody>
</table>

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools’ capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.
Future Directions

2015 is year of great development for St Joseph’s College, Mildura with the following initiatives taking place:

- An exciting development for 2015 will be the implementation and development of our Year 8 Program at the Mercy Campus. As at the beginning of 2015, the Year 8 cohort are working in their own separate space, with the motto of “Learning for Life” for the program. The program is designed to equip them with skills that will aide them as they move into their later years of schooling.

- The Mercy Café will operate at the Mercy Campus and will give our Vet and VCAL students an opportunity to showcase the skills they have learned, whilst at the same time provide an wonderful meeting place for members of our community.

- In Semester Two of 2015, the Maths and Science Building will be opened and in operation. This will have the most contemporary facilities and allow for the very latest methods of learning and pedagogy to be explored.

- At the beginning of 2015, The Victorian Certificate of Applied Learning (VCAL) program will move into its own precinct with students being able to learn in a way that is reinforced by practical activities. This area gives our VCAL students (over Years 10, 11 and 12) the opportunity to work in teams on projects related to their particular areas of interest.

In 2015, the College will undertake a Building Master Plan, taking into account the current and future needs of the Students and to provide the best learning environment for the future.
## VRQA Compliance Data

### E2016
St Joseph’s College Mildura, Mildura

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>YR 07 Reading</td>
<td>98.3</td>
<td>98.3</td>
<td>0.0</td>
<td>98.3</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 07 Writing</td>
<td>97.2</td>
<td>96.6</td>
<td>-0.6</td>
<td>96.0</td>
<td>-0.6</td>
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<tr>
<td>YR 07 Spelling</td>
<td>98.9</td>
<td>97.8</td>
<td>-1.1</td>
<td>94.3</td>
<td>-3.5</td>
</tr>
<tr>
<td>YR 07 Grammar &amp; Punctuation</td>
<td>95.4</td>
<td>97.2</td>
<td>1.8</td>
<td>96.0</td>
<td>-1.2</td>
</tr>
<tr>
<td>YR 07 Numeracy</td>
<td>100.0</td>
<td>99.4</td>
<td>-0.6</td>
<td>98.3</td>
<td>-1.1</td>
</tr>
<tr>
<td>YR 09 Reading</td>
<td>97.8</td>
<td>91.6</td>
<td>-6.2</td>
<td>94.7</td>
<td>3.1</td>
</tr>
<tr>
<td>YR 09 Writing</td>
<td>87.6</td>
<td>84.0</td>
<td>-3.6</td>
<td>83.7</td>
<td>-0.3</td>
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<tr>
<td>YR 09 Spelling</td>
<td>93.4</td>
<td>90.6</td>
<td>-2.8</td>
<td>93.1</td>
<td>2.5</td>
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<tr>
<td>YR 09 Grammar &amp; Punctuation</td>
<td>91.2</td>
<td>91.7</td>
<td>0.5</td>
<td>93.6</td>
<td>1.9</td>
</tr>
<tr>
<td>YR 09 Numeracy</td>
<td>95.7</td>
<td>97.7</td>
<td>2.0</td>
<td>98.8</td>
<td>1.1</td>
</tr>
</tbody>
</table>

### YEARS 9–12 STUDENT RETENTION RATE

| Years 9–12 Student Retention Rate | 62.50% |

### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Y07</td>
<td>93.39</td>
</tr>
<tr>
<td>Y08</td>
<td>92.41</td>
</tr>
<tr>
<td>Y09</td>
<td>91.11</td>
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### TEACHING STAFF ATTENDANCE RATE

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Teaching Staff Attendance Rate</td>
<td>87.71%</td>
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### STAFF RETENTION RATE

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Staff Retention Rate</td>
<td>87.21%</td>
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### TEACHER QUALIFICATIONS

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>2.53%</td>
</tr>
<tr>
<td>Masters</td>
<td>10.13%</td>
</tr>
<tr>
<td>Graduate</td>
<td>51.90%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>1.27%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>79.75%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>22.78%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>1.27%</td>
</tr>
</tbody>
</table>

### STAFF COMPOSITION

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>99</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>84.330</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>56</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>49.240</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>

### MEDIAN NAPLAN RESULTS FOR YEAR 9

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Year 9 Reading</td>
<td>589.90</td>
</tr>
<tr>
<td>Year 9 Writing</td>
<td>558.00</td>
</tr>
<tr>
<td>Year 9 Spelling</td>
<td>583.70</td>
</tr>
<tr>
<td>Year 9 Grammar &amp; Punctuation</td>
<td>568.10</td>
</tr>
<tr>
<td>Year 9 Numeracy</td>
<td>584.85</td>
</tr>
</tbody>
</table>
# POST-SCHOOL DESTINATIONS AT AS 2013

<table>
<thead>
<tr>
<th>Destination</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tertiary Study</td>
<td>78.9%</td>
</tr>
<tr>
<td>TAFE / VET</td>
<td>9.2%</td>
</tr>
<tr>
<td>Apprenticeship / Traineeship</td>
<td>10.9%</td>
</tr>
<tr>
<td>Deferred</td>
<td>19.1%</td>
</tr>
<tr>
<td>Employment</td>
<td>15.0%</td>
</tr>
</tbody>
</table>