

St Joseph's College Mildura Mildura

2021

Annual Report to the School Community



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E NUMBER	E2016

Minimum Standards Attestation

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

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

07/03/2022

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

Our College Vision & Mission

St Joseph's aspires to be a living sign of faith, hope and love as we build a welcoming learning community for students, staff and families.

We aim for the education of the whole person in an inclusive Catholic community where dignity and respect for the individual complement the fulfilment of potential in all of our endeavours.

In the spirit of Catherine McAuley, our College provides opportunities for students to be empowered through:

- The development of a faith response in individuals and as a Catholic community
- The education of the whole person: spiritually, physically, emotionally, artistically, intellectually, socially
- Building a desire within students to be life-long learners who fully use their God-given talents.
- Experiencing a learning community, which offers a just and inclusive environment where students can find respect for diverse and passionate educational pursuits
- The encouragement of global citizens committed to a Christ-centred vision of a united world, where social justice is a key focus in policy and practice

College Overview

St Joseph's College is in the regional city of Mildura, Victoria, which is known for its majestic Murray River, sprawling vineyards and fruit farms. Situated close to the central business district, we have access to all services and facilities this wonderful area offers.

St Joseph's College is a co-educational Catholic college with 825 students, three well-resourced campuses and is the only school offering education for students from Year 7 through to Year 12 in Mildura.

As a Catholic school founded in the Mercy Tradition, St Joseph's College educates students in the Catholic faith while respecting other religious traditions. We aspire to live by our core values of spirituality, compassion, justice, excellence, hospitality, community, service and promote and foster a well-founded spirit of faith, hope, confidence and optimism for the future of all students.

St Joseph's College provides a wealth of opportunities for students to experience a complete and balanced curriculum, including VCE, VET and VCAL. We also allow our students to participate in retreats, sporting and music programs, camps, debating and public speaking, international excursions, student leadership and social justice programs.

Principal's Report

'United in a Renewed Sense of Belonging Through Service'

At St Joseph's College, we want our students to have every opportunity to learn, discover, and grow. We dedicate ourselves to creating a community which enriches the lives of its members, inspiring and encouraging them to achieve their goals, hopes, and dreams.

We are a Mercy community with a heart full of gratitude, proud to be a part of Sunraysia for more than a century and excited about the future.

In 2021, we celebrated our 115th year of educating Mildura's best and brightest. Across all College events and initiatives, we emphasised our core value of service. We define service as acting selflessly for the benefit of others without the expectation of reward. There are endless ways to serve those around us: treating others as we would like to be treated, lending a hand, pitching in, giving time, listening . . . The list is endless.

Serving one another allows us to connect, even during tough times. Despite 2021's restrictions, lockdowns, and periods of remote learning, our students and staff found ample ways to deliver help and support to one another and the greater community. Whether collecting essential donations for the Vinnies Winter Appeal and Project Compassion, preparing nourishing meals for frontline workers at Sunraysia Community Health Services, cheering on classmates during athletics competitions, or simply checking in with one another, service dwelled in our hearts and minds just when we needed it most.

Empowered by a renewed sense of belonging, everyone understands and appreciates their responsibilities within the College. United in purpose and identity, we stand together stronger than before as we continue to strengthen relationships and adapt to the future.

School Advisory Council Report

My final year of the College Advisory Council gives me great pleasure to present the 2021 Council Chair report.

In 2021, we had many barriers that carried over from 2020. With restrictions again not allowing the Advisory Council to meet face-to-face, we held virtual meetings to discuss reports that the Principal, Mrs Marg Blythman, Deputy Principal - Learning and Teaching, Mr Greg Kluske, Deputy Principal - Students, Mr Heath McClair, and Business Manager, Mr David Lim, had collated. Living in a world of Zoom and Team Meetings, we can soon lose touch with the joys of being in someone's presence. However, being part of a dynamic group of individuals, we could still make personal contact before and after meetings to check in on each other.

Being in the second year of the COVID-19 pandemic, students faced challenges to their studies, friendships and connections. Many discussions were had with Mrs Marg Blythman over the phone after hours and even on weekends, ensuring that students, parents and Advisory Council members had a voice and were heard.

Once again, student wellbeing was at the forefront of our minds and the decisions we were asked to make as an Advisory Council needed time to digest and look for the best outcome for all involved.

Living in a 'COVID normal world', we need to adjust how we interact, communicate, share ideas and raise concerns. This will be a challenge for Advisory Council members and everyone in our workplaces and life in general. This is when we need to stop, think and reflect on our feelings and those of others we encounter as we deal with this new way of life as individuals.

To you, the parent, guardian or family member, it takes a village to raise a child, and being a part of the Advisory Council allows you to help raise the children of our College community. Your skills and input help shape our children's lives and those we meet.

Mr Scott Hopkins
Chair

Catholic School Culture

Goals & Intended Outcomes

St Joseph's College was founded in the charism of the Sisters of Mercy and aimed to build an educational community that promoted a living experience of Catholic Identity, Mission and Values in the Mercy tradition.

In 2021, our College aimed to actively reflect the Gospel values of Jesus Christ and the interconnectedness of staff, students, parents, the local Church and the wider community, despite COVID-19 restrictions. Year 7-10 Religious Education Curriculum UBDs were constantly reviewed and evaluated according to the Awakenings' Religious Education Strands.

Achievements

It was essential to connect with other Catholic Secondary schools in the Ballarat Diocese and other Mercy Secondary Colleges across Australia through remote learning. This enabled the sharing of ideas and resources, whilst encouraging and providing opportunities for students and staff to participate in Mercy gatherings for social justice and educational purposes, although being online in nature.

Despite COVID-19 restrictions regarding gatherings, our College showed its commitment to the local Sunraysia Catholic Community by being involved in the local Soup Kitchen, St Vinnie's Winter Appeal - Virtual Sleepout and producing the Palm Crosses for parishioners to use in their personal Palm Sunday reflections.

Our Year 7-10 Religious Education staff and Bernadette Tolan reviewed and evaluated the Curriculum UBDs in line with the Awakenings' Religious Education Strands to ensure engaging, creative and current resources and tasks.

Faith leadership for both staff and students alike was encouraged and reflected through our liturgies, newsletters, and electronic communications. As a Catholic school in the Mercy Tradition, fostering the Catholic faith in staff and students took on new formats. Despite remote learning, staff were offered opportunities to continue developing their understanding of our Catholic Identity in the Mercy Tradition through online webinars from various guest presenters, such as Fr Elio Capra. Staff were encouraged to either gain or maintain accreditation to teach in a Catholic School and use the TAP portal.

The College embraced our Core Value of 'Service' and celebrated 2021 as the Year of our Patron Saint, St Joseph. Our remote learning Liturgy Program is centred on allowing staff and students to continue their sense of belonging by being involved in College Masses, despite not being there in person. Our St Joseph's the Worker Feast Day and Mercy Day Masses were filmed and then shown to all students in Homeroom and Religion classes. At the same time, our Opening and Ending Masses were celebrated with staff and students in line with COVID-19 restrictions. These masses were able to reinforce and celebrate the Mercy Tradition by ensuring students were still

connected, inspired, and engaged in their faith journey. Our liturgies and masses were planned and marked with student involvement, especially our Mercy Action Group and Faith Leaders.

The Mercy Action Group remained very active in providing opportunities for staff and students to engage in social justice activities despite being in isolation. The Community Connections Hospitality Program was continued from its introduction in 2020. Senior students were encouraged to be involved in the Virtual Sleepout to raise awareness and funds for homelessness. The College continued its tradition of donating goods to St Vincent de Paul Winter and Christmas Appeals.

Our Seminar and Retreat programs continued to allow students to reflect on their spirituality and how this might be applied in their daily lives. Ms Gen Bryant's musical workshops and Mr Chris Doyle's seminars were an excellent addition to our Music and Religious Education programs. Gen and Chris quickly established rapport with our students to enrich our liturgical and religious programs and our students' faith journeys.

VALUE ADDED

- The Mercy Action Group (MAG) remained very active through online forums such as Seeds of Justice and Mercy International Webinars. MAG staff and students were involved in fundraising and awareness raising activities for Project Compassion, St Vincent de Paul and the Sisters of Mercy. Activities include the CCHP initiative, Easter Egg Raffles, Winter Appeal and Walk off the War Within Community Event.
- Throughout 2021, while COVID-19 restrictions prohibited many volunteering activities, the Year 8 Mercy Works Community Service Program continued 'The Mercy Campus Beautification Program', where the Year 8 students planted and maintained succulents and a vegetable garden for the Sacred Heart Soup Kitchen at the College.
- All Year 11 and 12 students completed 10 hours of community service despite being in remote learning and isolation. Students participated in a 'Virtual Sleep Out', Wellbeing Awareness Community Events, Council biodegradable bag drop off and wrote lovely supportive letters to accompany home-cooked meals to those in need in the Sunraysia area.
- The Year 12 Retreat went ahead in Anglesea for the first time in 2 years due to COVID-19. Fr Matthew Thomas' engaging sessions focusing on the Gifts of the Holy Spirit enabled our Year 12 group to connect and form lifelong friendships.
- Work on the development of the Heritage Centre continued while in remote learning. The Principal's Office and Heritage Room were restored to their original glory and Mercy Convent artefacts were sourced. While the planning continued, the Music Room and

Parlour Rooms were conceived. It is hoped that with the return of students in 2022, the centre will be used by our Religious Education Classes to foster the knowledge and understanding of the Mercy Charism in the Catholic Tradition and the story of the Mercy Sisters in Sunraysia. Planning the Opening and Blessing of the Heritage Centre for 19th March 2022 began.

Community Engagement

Goals & Intended Outcomes

At St Joseph's College, we aim to strengthen the capacity of all to establish effective relationships within the College that enhance the learning environment.

Achievements

In another challenging year heavily impacted by the COVID-19 pandemic, the focus on maintaining a sense of community and belonging was vital to our students, staff and the St Joseph's College community. The College is recognised in the district as a school where principles and values are maintained and strongly defended in our policies and our lived commitment to our Mercy tradition.

Throughout the year and particularly during periods of remote learning, we worked collaboratively with our teachers and wellbeing staff to build genuine connections between students, families and staff, making our shared values central to all that we did as a College community.

During remote learning, the College maintained a normal daily schedule. Our College Wellbeing Captains developed a daily wellbeing journal to reach out to the students and keep them connected. The wellbeing journal included an affirmation, daily checklists and challenges. The College continually monitored the mental health of our students, with the teachers and wellbeing team reaching out to students in need.

The College continued with our commitment to Sunassist to deliver meals on wheels to members of the Sunraysia community through the lockdown periods. When students and Homeroom teachers were unable to participate, members of the College Executive and wellbeing staff delivered the meals.

The Parent Access Module (PAM) and SkoolBag continued to be key components of our communication with families in relation to student progress in subjects and general information about the College. The College continued with virtual Parent/Teacher/Student interviews during remote learning when COVID-19 restrictions did not allow families to enter the College. This allowed families to continue to work in partnership with the teaching staff to support our students' learning needs.

Students showed great house spirit and enthusiasm as we were fortunate to celebrate our swimming, athletics and cross-country sporting carnivals. The vibrant House colours were on display and enthusiastic vocal support reflected house pride across the College. St Joseph's Day was again a highlight of the year, with students and staff working together to provide delicious food, engaging activities and a wonderful 'Carpenter's Classic' concert to entertain and build community.

St Joseph's College was again chosen by the local RSL to participate in and support the War Graves Memorial Service on ANZAC Day. Over 50 of our students and staff were present to honour those who lost their lives while training as pilots in the Sunraysia area during World War II. A student performing the National Anthem with students standing behind each gravestone was a powerful sign of respect for those who lost their lives in our region. The College again stood as one with our local community.

While our respective Year 7 and Year 11 camps were unable to go ahead, our Year 8, 10 and 12 camps and retreats were able to occur. The Year 7 Community Day and Year 9 Discovery Days were also held, allowing students to work collaboratively with their peers and teachers, celebrating the St Joseph's College community and learn new things about themselves. The annual Staff versus Students soccer game was also honoured during Term 4, again bringing the community together.

The Year 12 students were able to celebrate their Graduation with parents again allowed to attend with their children. The Year 12 students lived experience of two challenging final years of secondary education is a bond they will always share.

VALUE ADDED

Retreats, camps, seminar days and community days were conducted to emphasise building self-esteem, belonging to a community, establishing positive relationships and personal health and wellbeing. This was across all year levels:

- Year 7 Community Day
- Year 8 Camp
- Year 9 Discovery Days
- Year 9 Seminar Day
- Year 10 Seminar Day
- Year 10 NOVUS Camp
- Year 11 Seminar Days
- Year 12 Seminar Days
- Year 12 Retreat

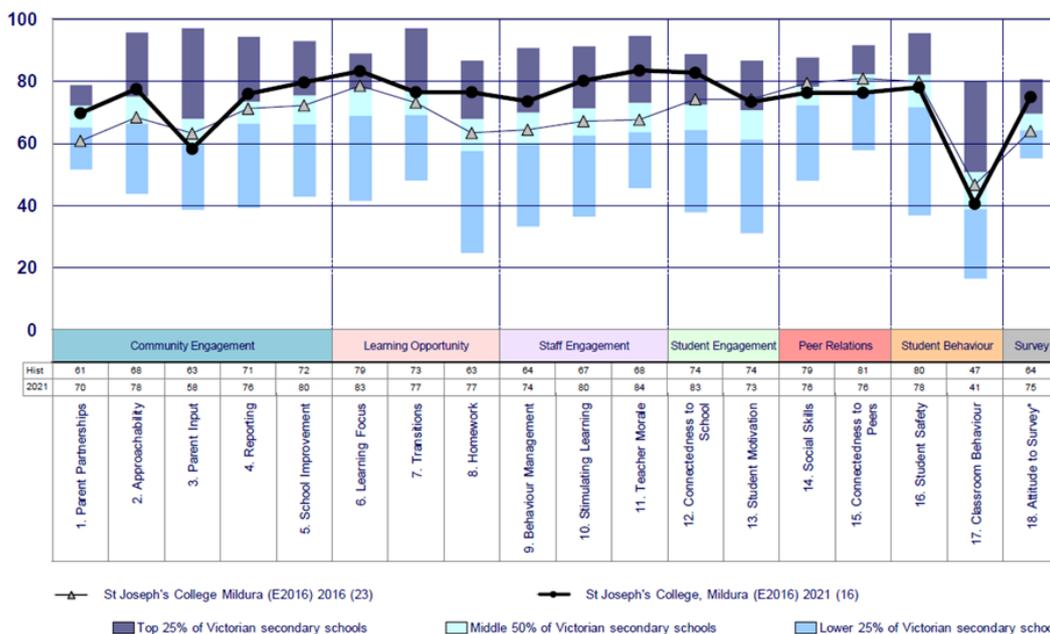
PARENT SATISFACTION

The most recent "Insight" data (2021) showed improvements when compared to our previous 2016 "Insight" data with regard to parent opinion in the following areas.

- Parent Partnerships
- Approachability
- Reporting
- School Improvement
- Learning Focus
- Transitions
- Homework
- Behaviour Management
- Stimulating Learning
- Teacher Morale
- Connectedness to school

When compared to just secondary schools, our "Insight" parent data generally indicates a high level of satisfaction.

Parent opinion – actual scores ...



Standouts were in the following areas:

- Learning Focus 94 Percentile
- Homework 97 Percentile
- Stimulating Learning 97 percentile
- Connectedness to School 98 Percentile

Behaviour Management	88 Percentile
Student Motivation	85 Percentile

Leadership & Stewardship

Goals & Intended Outcomes

As the state and country enter a new phase of the pandemic, we continue to focus on supporting our students and their families, as well as meeting the needs of our staff. To prevent any interruptions to learning, we assiduously monitor staffing levels and review contingency plans we have put in place in the event of staffing shortages due to pandemic illness.

We also continue to monitor the condition of our facilities so that any necessary upgrades can be planned before they are needed and completed in a timely fashion.

Within the College, we work to reinvigorate relationships by focusing on collaboration to improve student outcomes, increase enrolments, and achieve greater student retention rates, especially among those students transitioning to senior school.

Achievements

To deliver the best learning environment, we

- Promoted Instructional Leadership as a method of distributive leadership.
- Measured the impact of teacher professional learning on student engagement and learning outcomes.
- Developed a contemporary professional learning model emphasising leadership, role clarity, teamwork, clarity, and professional growth.
- Improved feedback survey data related to engagement: purposeful teaching, teacher empathy and stimulating learning.
- Built upon feedback mechanisms (Educator Impact).
- Increased opportunities for forums for staff discussion of issues relevant to the college.
- Improved support for beginning teachers and teachers new to the school.
- Created a more collegial model of in-house professional formation, which incorporates action research projects, collegiate teaching, learning walks, reflective journals and teacher showcases.
- Created staffing contingency plans to provide uninterrupted learning across all year levels to the best of our ability.
- Implemented Intellischool, a third-party provider that partners and works seamlessly with SIMON Analytics to collect data in graphic and tabular form on everything from academic progress and attendance to behaviour tracking, uniform adherence, and wellbeing.
- Improved NCCD reporting using Intellischool features.
- Investigated systems, software solutions and various recording methods to keep track of staff qualifications more efficiently so that staff complete any renewals to their qualifications before they fall overdue. (This also reinforces our commitment to maintaining a child safe school.)
- Created an extensive green space at the front of the College grounds and another expansive area of shade cover for students.

- Continued to construct the Mercy Heritage Centre in the Convent on Enright Campus. Despite many unforeseen delays, the Centre opened on the eightieth anniversary of the Convent's founding.

The Core Values of Leadership

A passion for quality education and giving our students the tools and skills needed to adapt to a rapidly changing world connects everything we do at St Joseph's College back to our Core Values. Although our College is a place of learning, it is also a workplace and a business with obligations to fulfil to employees and its customers.

Excellence and Justice

We deliver the best educational experiences for our students whilst providing a workplace where everyone feels empowered and valued. To do this effectively, we must devise and prioritise fiscal management strategies to maximise all resources at our disposal.

Community and Service

Our people are the key to our success in shaping and maintaining a dynamic and diverse community. The right person for the right job with the correct level of responsibility builds a better college. With that in mind, we conduct ongoing reviews of all Positions of Leadership to determine whether the standards we have set for these three-year appointments satisfy the needs of the St Joseph's College community.

Compassion and Hospitality

Need is reciprocal. Influential leaders support those who deliver their best day in and day out. For everyone to consistently perform at the high level our students deserve, we prioritise the mental wellbeing of every member of staff and always have mental health resources available for those that need them.

Spirituality

As leaders, we cannot honour our responsibilities toward the welfare of others without our faith in God, in the Catholic Church and its Catholic Social Teaching principles, and in Catherine McAuley's original Mercy ethos. With spirituality as our moral compass, we confidently face the world with kindness, humility and integrity in our hearts.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

Due to the particular circumstances that existed in 2021 because of COVID-19, there was a significant reduction in the amount of Professional Learning undertaken by staff and the expenditure for Professional Learning.

Description of Professional Learning Undertaken in 2021

• 2021 VCE Vis Com SAT Moderation Webinar
• 2021 VTAC Briefing for Careers Practitioners
• 2022 Edrolo Year 7 Webinar
• 2022 VCE Virtual Mini Conference
• 'A pastoral council, a Pope at the peripheries, and a synodal church'
• Assessing Exams in Geography
• ATOM: Exam Revision Seminar for Teachers
• Bike Education Instructor Training
• Body Esteem Educator Training
• Business Managers Conference
• 'Can a scientist believe in God?'
• Catholic Education Identity and Mission - Design a unit of work
• CDES Annual Psychology Teachers Conference
• CECV - Calculation of Part-time Teacher Allocation
• Coaching and Mentoring
• Comview Conference
• Consent Education through the Fullness of Like for all Scope and Sequence
• Creating engaging languages programs
• Curriculum Planning Health Education Scope and Sequencing
• Deputy Principal's Seminar
• Designing a Unit of Work in RE - Day 2
• Diocesan Graduate Teacher Program
• Disability and Education: A New Roadmap for Schools
• Engaging Learners in Learning and Using Language
• Eucharist as a made of being: Living in and for communion
• Exam Preparation - Health and Human Development
• First Aid Course
• First Aid: CPR Refresher
• Food Studies & Health Within Me F-10 Curriculum
• From Conflict to Collaboration
• From Paddock to Plate
• Fun & Practical Introduction to Commedia & Vocab Slam
• GAT Marking Training
• Geospatial and Google Earth Pro

● Getting Started with Laser Cutting (PL2122)
● High Impact Teaching Strategies for Every Secondary Classroom
● History Teachers of Victoria Annual Conference
● History Teaching Masterclass
● HSR Initial OH&S Training Course
● Improving Literacy in the Secondary Years
● Incremental Progression and Salary Assessment
● LawSense 2021
● Leader Learning - New Tech Network
● Level B User Training
● Live Virtual Accredited Autism PD
● Masters of Allied School Psychology Degree Course
● MAV Annual Conference
● MEL Deputy Principal Seminar
● Mindflight 7
● Music in the Liturgy
● Music Ministry Workshops for Musicians
● NAPLAN Co-ordinator
● NAPLAN Online SRT Training
● New Tech Network PBL 101 - Day 2
● New Tech Network Spring Leadership Summit
● New to Awakenings Curriculum & Networking Day
● Online Records Management Seminar
● PBL 101 - Day 3 - New Tech Network
● PBL 101 - New Tech Network
● Physics Teachers Conference
● Preparing for 2021 Webinar
● Preparing for 2022: Unit 3 HHD Webinar
● Preparing Students for the 2021 Legal Studies Exam
● Preparing students for Unit 4 SACs 1 & 2
● Primary/River LDL Day
● Principals Webinar - Certificate Reform
● RE Curriculum Networking Day
● Re-assemble Art Education Conference 2021
● REL Conference 2021
● School Law
● Secondary HPE Webinar Series
● Secondary School Leaders Learning Diversity Meeting
● SEV Teachers Conference (Sociology)
● Sexuality and Consent Education
● SITXFSA001 - Basic Food Handlers Course
● SLL Network Meeting
● Spirituality and Wisdom

• Staff Professional Practice Day: The Sisters of Mercy and the SJC Story	
• STAV Chemistry Conference	
• Student Centred Science	
• Sunraysia Careers Network Meeting	
• Supporting Students with Down Syndrome in Inclusive Schools	
• Teacher Accreditation Platform Training	
• Teaching VCE History 2022	
• Tertiary Studies and Careers Expo Adelaide	
• Timetabling Solutions - Student Options	
• TIS Event - Sunraysia Careers Network	
• VASS New User Training	
• VCAA PE Webinar	
• VCE Biology & Environmental Science Conference 2022	
• VCE Food Studies Exam Webinar	
• VCE Geography Conference	
• VCE PE Delivering Unit 3	
• VCE Revision Program	
• VCE Systems Engineering School Assessed Task Webinar	
• VCE Systems Engineering U1 & 3 Webinar	
• VCE Units 1 & 2 Chemistry Content and Delivery of Teaching and Learning	
• Virtual Workshop: Quality Assessment in PBL	
• Visible Learning for Literacy	
• VTAC Briefing - Sunraysia Careers Network	
• Women in the Early Church: Implications for Today	
• Writing as Play: Designing a School Based Creative Curriculum for Writing	
• Year 7 Curriculum Development	
Number of teachers who participated in PL in 2021	81
Average expenditure per teacher for PL	\$516

TEACHER SATISFACTION

The most recent "Insight" data (2021) indicated the following with regard to Teacher Satisfaction at St Joseph's College.

Our teacher data has shown improvements across all sections

We ranked in the top 25% of secondary schools in the following areas:

- Quality Teaching
- Student Management
- Pastoral Care

- Curriculum Processes
- Student Motivation
- Classroom Behaviour
- Respect for students
- Parent Partnerships
- Teacher Confidence
- Engaging Practices

Areas that we will continue to work on to improve are:

- Empowerment
- Work Demands

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	93.0%
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ALL STAFF RETENTION RATE

Staff Retention Rate	86.5%
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TEACHER QUALIFICATIONS

Doctorate	1.4%
Masters	17.1%
Graduate	44.3%
Graduate Certificate	5.7%
Bachelor Degree	85.7%
Advanced Diploma	10.0%
No Qualifications Listed	2.9%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	84.0
Teaching Staff (FTE)	73.5
Non-Teaching Staff (Headcount)	68.0
Non-Teaching Staff (FTE)	63.8
Indigenous Teaching Staff (Headcount)	0.0

Learning & 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. We aim for the education of the whole person in an inclusive Catholic community, where dignity and respect for the individual compliments the fulfilment of potential in all of our endeavours.

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

Goals

In alignment with our School Improvement Plan for 2020 to 2024, our key priorities are

- to further strengthen St Joseph's College as a faith-filled, authentic Catholic, Mercy community so that individuals are supported to live out their faith in the contemporary world;
- to build a contemporary learning environment to equip all students for engagement and success as learners in the 21st century;
- to create a professional and dynamic learning culture focusing on high-level leadership, effective management and accountability, which is the shared responsibility of all staff.

We will use the following key curriculum strategic actions to accomplish these goals:

- Create and maintain a learning environment that is inclusive, collaborative, supportive, and safe, emphasising personal resilience.
- Build the capacity of all staff to differentiate curriculum for increased student engagement and achievement.

Outcomes

- more engaged students
- better teaching practices
- greater learning
- improved student learning outcomes

Curriculum Offerings in 2021/22

Subjects offered were as follows:

Years 7 and 8 (2020/21)

Art, English, Humanities, Integrated studies, Italian, Maths, Physical Education, Religious Education/Mercy Works, Science, Literacy Support, Dance, Drama, Food Technology, Timber Metals Plastics, Textiles, Digital Technology, Music.

Years 9 and 10 (2020/21)

- Accounting
- Art
- Business Management/Economics
- Biology: Molecular
- Biology: Living Body
- Dance
- Drama
- Digital Design
- English
- Literature
- Food Technology
- Geography Introduction
- Mathematics
- Essential Mathematics
- General Mathematics
- Mathematics Methods
- Health and Physical Education
- Outdoor Education
- History: Australian
- History: American
- History: The Modern World and Australia
- Legal Studies
- Music
- Media Photography, Film and Narrative
- Studio Arts Photography
- Visual Communication and Design: Photography, Promotion
- Visual Communication and Design: Industrial, Environmental Design
- Religious Education
- Italian
- Science

- Preparatory Physics/Chemistry
- Psychology in Action
- Enhancement Physics and Chemistry
- iSTEM
- Robotics and Coding
- Textiles Introduction
- Textiles by Design
- Materials Technology
- Wood by Design
- Mechanical and Electrical Systems

Victorian Certificate of Education (VCE)

- Accounting
- Art
- Business Management
- Biology
- Chemistry
- Applied Computing
- Data Analytics
- Software Development
- Computing
- Dance
- English
- Literature
- Food Studies
- Italian
- History
- Health and Human Development
- Geography
- Legal Studies
- Media Studies
- Music Performance
- Foundation Mathematics
- General Mathematics

- Further Mathematics
- Mathematical Methods
- Specialist Mathematics
- Outdoor and Environmental Studies
- Physical Education
- Physics
- Psychology
- Product Design and Technology: Textiles
- Product Design and Technology: Wood
- Religious Education
- Religious Education: Art
- Studio Arts
- Sociology
- Theatre Studies
- Visual Communication and 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.

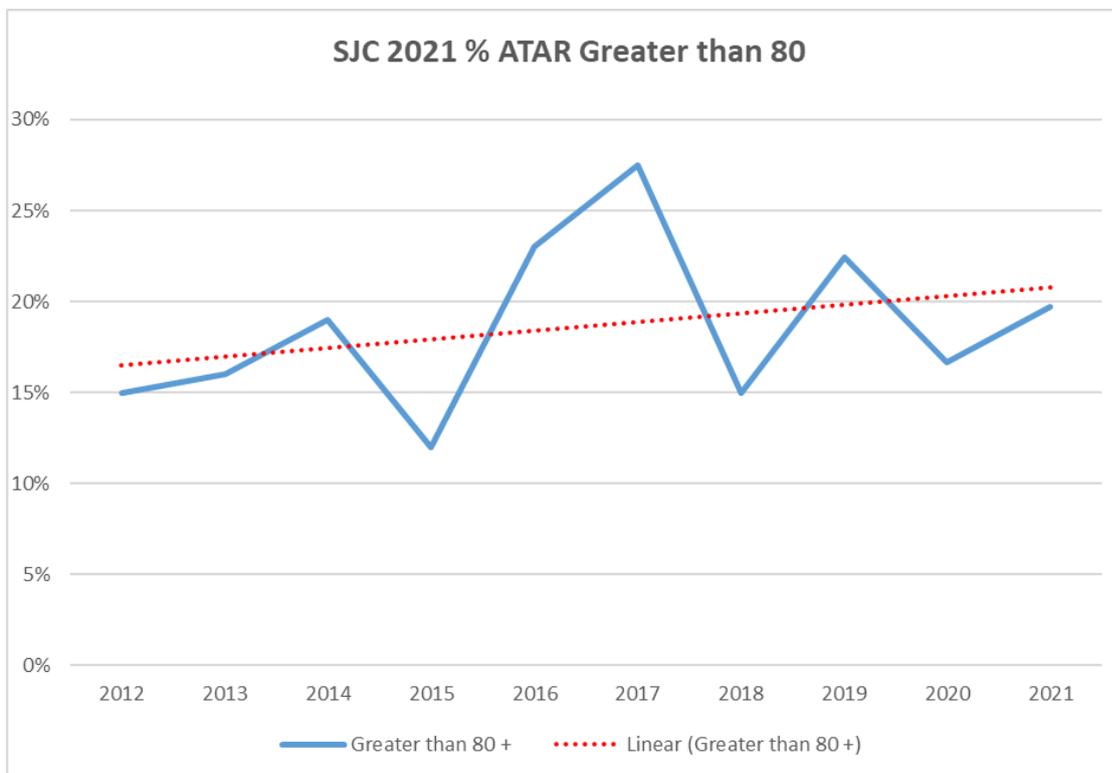
- Allied Health
- Automotive Vocational
- Beauty Services
- Building and Construction
- Business Administration
- Community Services
- Electrotechnology
- Engineering
- Fitness
- Horticulture

- Hospitality
- Information Technology
- Kitchen Operations
- Makeup
- Plumbing
- Salon Assistant

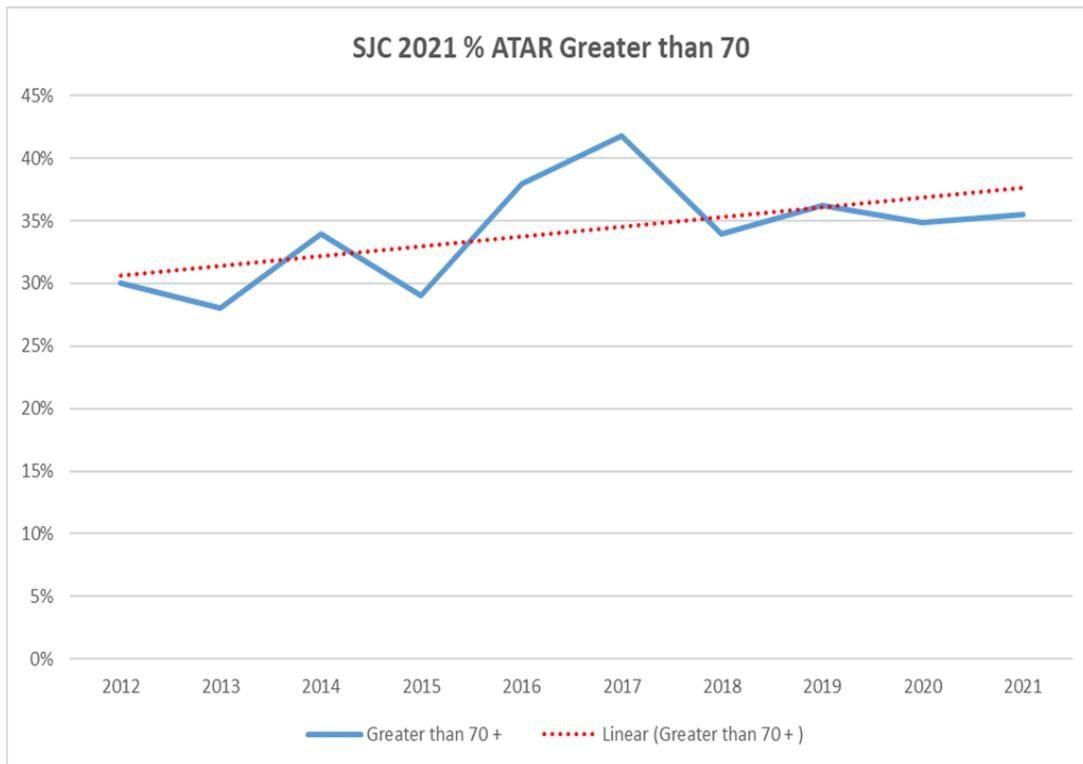
Achievements

We acknowledge that 2020 and 2021 were difficult years, yet we still had some pleasing VCE results in 2021.

For example, we saw growth in the percentage of students who received an ATAR of 80 or more in 2021 compared to 2020. This continues a generally upward trend over 10 years.



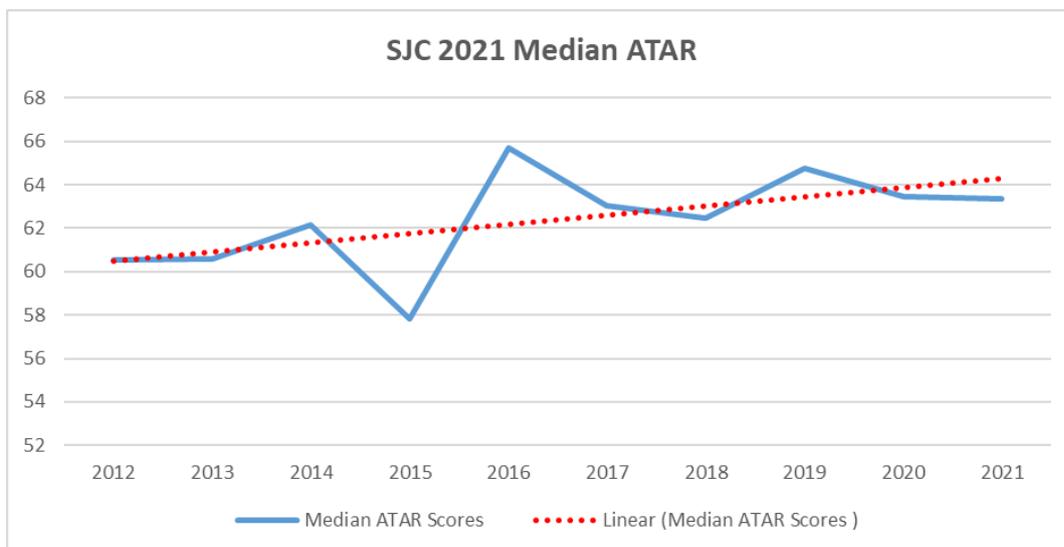
There was an increase in our 70+ ATARs compared to 2020.



Median VCE ATAR

The ATAR is an overall percentile ranking, calculated in steps of 0.05, reflecting the comparative performance of each successful VCE candidate amongst the relevant age group in the given year. The ATAR is a nationally equivalent measure.

The following data shows a slight drop in 2021 with 63.33 compared to 63.43 in 2020, but the overall trend over 10 years is still very positive.



In 2021, we had 95 students completing Year 12, with 81 students completing VCE, and 14 students completing VCAL. Of the 81 students completing VCE, 5 students completed unscored VCE. 100% of our students successfully completed the VCE and VCAL.

Despite the challenges that COVID-19 has provided in 2020 and 2021 and the significant interruptions our students and staff experienced, both our students and staff showed resilience and persistence to rise to the challenges placed before them.

To address the challenges, the school instigated or continued with several strategies. These include but were not limited to:

- Continued full-time schooling via Microsoft Teams, Google Classroom, and other mediums during the lockdown periods
- Additional voluntary catch up/revision classes held after school for students
- Extended library hours
- VCE Data Analysis sessions between members of the executive and individual teachers
- Improved exam preparation
- Academic Support Officer availability in afternoons after completion of school
- Supervised academe
- Specific teacher professional learning targeted for VCE subjects
- Data analysis professional learning
- Better utilisation of Edrolo
- Improved wellbeing support

We acknowledge and thank all the St Joseph's College staff who supported the 2021 cohort throughout the challenging year for their work and for striving to improve learning outcomes for all St Joseph's College students.

Post School Destinations

Number of students who were eligible for scored assessment (ATAR) in 2021: 76

Of the 76 students:

- 55 students received offers from VTAC & SATAC , with the majority receiving their first or second preference.
- 17 of the 55 students have received offers via both VTAC & SATAC.
- 14 students who sat exams did not apply for a university course.
- one student chose not to apply directly through an Admissions Centre, instead choosing to apply directly to their chosen training provider.

STUDENT LEARNING OUTCOMES

Literacy and numeracy continue to be priority areas in planning for continuous improvement and capacity building for all students

These are both areas of challenge identified by the College. The English Learning Area is working through these issues by applying the following strategy: an increased mandated time for reading theory and introduced short story analysis to address reading and a weekly spelling test based on words relative to the cohort. In terms of growth between Years 7 and 9, we have set a goal of having less than 25% of students achieve low growth in Reading and Spelling. Our goal is to have more than 75% of our students achieve Medium or High growth between Years 7 and 9 in Reading and Spelling.

Numeracy is another area of challenge and has been identified by our staff as an area for growth in the future. This has been a pattern we have recognised and we have begun to address this with the implementation of Maths Pathways. This program was introduced to Year 7 students in 2018 and Year 8 students in 2019.

In 2020 the Maths Pathways program was introduced in Year 9. This decision was made after analysing growth data from our students in Year 7 and Year 8 who have been working with the program. One of the pleasing outcomes of the Maths Pathways program has been the increased participation of Year 10 students in the Math Methods program.

In 2021 there was a significant change in Year 8 where there was a 20 % increase in the time allocated to English and Maths in the timetable at Year 8.

We have also extended our Project Based Learning program in 2022 in several Year 8 classes. It is an exciting time for our Year 8 Campus.

Maths Pathways

Year 10 2022 Cohort

Testing Tool	Year 7 2019	Year 8 2020	Year 9 2021
Maths Pathway Average Growth	152%	97%	90%

Year 9 2022 Cohort

Testing Tool	Year 7 2020	Year 8 2021

Maths Pathway Average Growth	137%	101%
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Year 8 2022 Cohort

Testing Tool	Year 7 2021
Maths Pathway Average Growth	135%

MEDIAN NAPLAN RESULTS FOR YEAR 9

Year 9 Grammar & Punctuation	562.9
Year 9 Numeracy	573.5
Year 9 Reading	567.4
Year 9 Spelling	587.3
Year 9 Writing	547.4

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019	2020	2019 – 2020	2021	2020 – 2021
	%		Changes	%	Changes
		*	*		*
YR 07 Grammar & Punctuation	91.9	-	-	88.9	-
YR 07 Numeracy	97.9	-	-	97.7	-
YR 07 Reading	97.2	-	-	98.5	-
YR 07 Spelling	95.9	-	-	96.3	-
YR 07 Writing	98.6	-	-	89.6	-
YR 09 Grammar & Punctuation	89.0	-	-	90.0	-
YR 09 Numeracy	99.2	-	-	98.0	-
YR 09 Reading	93.2	-	-	92.4	-
YR 09 Spelling	94.9	-	-	91.3	-
YR 09 Writing	77.6	-	-	91.1	-

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

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

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



Wellbeing

Goals & Intended Outcomes

St Joseph's College is committed to providing a student wellbeing structure that ensures that all students have access to professional wellbeing support. This support is provided by a range of staff members responsible for various response levels. Any staff member who becomes aware of students in need is required to take action to refer students to the appropriate level of support. The College believes that our Mercy values of compassion, hospitality and justice inspire us to respond to need.

Some responses within the College will be at the level of subject teacher, homeroom teacher, House Leader, Wellbeing Counsellors, Deputy Principal or the Principal. This will be determined as circumstances arise. There will be occasions when professional assistance beyond the College is sought to provide appropriate support services for the student.

Achievements

At St Joseph's College, we regard quality Wellbeing services and programs as a high priority in our Pastoral Care of students and staff. To this end, we continued in 2021 to provide an extensive wellbeing management structure to assist students in building wellbeing skills and to respond to student needs as they arose. The College employs three staff members with extensive qualifications and experience working with young people in need of wellbeing support: one mental health clinician, one counsellor and a student engagement and pastoral liaison officer. The Deputy Principal Students oversees this team to ensure all students receive appropriate wellbeing support.

The Ursula Frayne Wellbeing Centre was the focal point of these services. The wellbeing team worked collaboratively to ensure that all students with identified needs had prompt and appropriate services. This, at times, required liaising with community wellbeing services to ensure that students and staff received the best care available in our community.

Students were triaged through the First Aid Centre to provide the best service to the student who presented and regulate the students attending wellbeing staff. Following remote learning, triage was temporarily moved to the Houseleader office to ensure students requiring wellbeing support did not intermingle with students requiring medical attention.

Wellbeing staff performed individual and group counselling, planned year level wellbeing activities and were a valuable resource for staff seeking assistance with students in need. The Wellbeing staff met individually with all Year 12 students and worked in small groups with all Year 7 students. The wellbeing team facilitated the Social Skills program for Year 7 and 8 students that were identified as requiring additional support by teachers, House Leaders and members of the wellbeing team. These students also attended an excursion to a Trapeze/Circus School as part of the program.

Home visits by wellbeing staff were arranged for students facing school refusal or other reasons for non-attendance at school. This was coordinated with homeroom teachers and teaching staff to ensure that students were offered ongoing relevant educational and other support. Student absence continued to be monitored, and students were assisted where there were issues identified needing wellbeing support.

Assistance was also provided for students in need of educational materials and other school-related resources. The College provides well for students in need without affecting their wellbeing through stress at home.

Wellbeing was seen as the responsibility of all staff and, as such, all staff were given professional learning opportunities at staff meetings and other times so that they could better recognise and respond to the wellbeing needs of students.

VALUE ADDED

A variety of wellbeing programs were implemented to support student wellbeing and ensure students had access to appropriate services.

- Introduction to wellbeing sessions as part of the transition program
- Year 7 Group introduction wellbeing check-up
- Year 12 Individual introduction wellbeing check-ups
- Year 7 Social Skills program
- Year 8 Social Skills program
- Year 10 NOVUS Camp
- Year 9 Wellbeing Introduction presentation
- Year 10 Wellbeing Introduction presentation
- Year 8 Wellbeing Day
- Daily Wellbeing Journal (during remote learning)

STUDENT SATISFACTION

The 2021 Insight SRC School Improvement student survey data indicated that students feel positive at school, with high levels of motivation and connectedness to peers. Students also reported high levels of feeling safe at school.

Students at St Joseph's College felt that teachers displayed a high level of empathy, provided help and support when needed, explained things clearly and helped students to do their best. They also felt that teachers were organised and help prepared them well for their future.

STUDENT ATTENDANCE

All staff members are encouraged to complete wellbeing referrals for students who present with evidence of mental health issues or learning issues that may need assessment or follow-up from wellbeing or educational support staff. Professional learning was delivered to the staff so that this process could be used consistently and professionally.

Student non-attendance was noted each day through the use of electronic roll marking. These rolls are checked after the commencement of each class and parents of absent students are notified by text message. Unexplained absences were recorded and Homeroom Teachers were asked to follow up with these students to ascertain the reasons.

When students were noted as having several unexplained absences, Homeroom Teachers contacted parents to discuss the situation. House Leaders, Wellbeing and then the Deputy Principal Students became involved, if necessary, to coordinate a program to ensure acceptable levels of attendance.

Any time a student was absent from class due to visiting wellbeing, first aid or a House Leader, an email was sent to the student office. The student's teacher in that period was notified of the approved absence. Students were expected to make arrangements with teachers to catch up on any work in these instances.

During periods of remote learning, the normal attendance processes continued to apply. Students were required to attend remote lessons with their cameras on to be marked present. Parents continued to be contacted when attendance concerns were presented.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	56.8%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	91.0%
Y08	87.4%
Y09	84.6%
Y10	87.2%
Overall average attendance	87.6%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	28.0
VCE Completion Rate	100.0%
VCAL Completion Rate	62.0%

POST-SCHOOL DESTINATIONS AS AT 2021	
Tertiary Study	45.0%
TAFE / VET	16.0%
Apprenticeship / Traineeship	13.0%
Deferred	13.0%
Employment	8.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	5.0%

Child Safe Standards

Goals & Intended Outcomes

At St Joseph's College, we hold the care, safety, and wellbeing of children and young people as our College's central and fundamental responsibility. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel (CECV Commitment Statement to Child Safety).

The purpose of the Child Safe policy is to demonstrate the strong commitment of St Joseph's College to the care, safety and wellbeing of all students at the College. It outlines the policies, procedures, and strategies developed to keep students safe from harm, including all forms of abuse in our school environment, on campus, online and in other locations provided by St Joseph's College. The College Child Safe policy takes into account relevant legislative requirements within the state of Victoria, including the specific requirements of the Victorian Child Safe Standards as set out in Ministerial Order No. 870. This policy applies to St Joseph's College staff, including employees, volunteers, contractors and clergy.

St Joseph's College aims to be compliant with all Child Safe legislation. St Joseph's College aspires to create a learning environment where all students can feel safe and where all students can be respected for their cultural diversity. All students with disabilities or backgrounds with cultural diversity are respected and their needs are addressed.

Achievements

St Joseph's College has developed a comprehensive Child Safe policy compliant with legislation. All College staff have been involved in education programs to introduce and reinforce Child Safe requirements that affect all College employees.

The Child Safe Policies have been advertised to the College community on the College website. A range of College policies has been modified in light of Child Safe to ensure that the principles of Child Safe are applied across all aspects of College life.

Facilities for staff to interact with students have been modified so that all staff meetings with individual students were held in public or semi-public spaces, with other staff able to observe the meeting. This was to maintain open and safe staff-student interactions.

Transporting students was organised so that staff and students were not placed in situations where Child Safe Standards were compromised if students were driven between campuses or other venues.

Child Safe Standards have been embedded in all relevant College policies where child safety is a potential issue. Management procedures within the College have been designed to reflect the Child Safe policy.

All staff, teachers, non-teaching staff, contractors and volunteers have been required to read and sign the Code of Conduct which refers to a range of Child Safe procedures within the college. Various staff meetings were also devoted to Child Safe standards.

St Joseph's College fully implemented the 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools' procedures to identify and report any incidents of child abuse. Student participation and empowerment strategies were incorporated into curriculum areas, and a child-friendly Child Safe policy was placed on the college website.

St Joseph's College is a place where inclusion is central to our enrolment practices. We accepted all students with disabilities who wished to attend the College and provision was made for their support through resources appropriate for the individuals concerned. This was extended to ensuring the planning of Child Safety - Risk Management practices to ensure a safe school for all students. The provision of support personnel where necessary was provided for students in need. Specialised programs were designed to support students with specific needs.

At St Joseph's College, we are committed to maintaining the highest Child Safe standards to satisfy Ministerial Order 870. This is evident in our Child Safe Policy and our Staff Code of Conduct. These documents set out processes for protecting the safety of students by setting standards of practice for all staff and visitors of St Joseph's College.

We engage students, staff, parents, and visitors in an education program to highlight Child Safe strategies that give voice to students and provide guidelines to protect adults and other students from inappropriate behaviour. This education refers to all forms of contact between students and adults within the school environment, including social media and other electronic means.

We have thorough processes in place to respond to reports that may lead to breaches in Child Safe standards. Our policies and other related documentation have been made available to the college community via the St Joseph's College website.

Future Directions

We constantly strive to maintain positive relationships with our College families because students achieve their best results when parents are involved in schooling.

Experiences related to lockdowns and other public health measures have affected our students and their families in ways we are only just coming to understand. Following the prolonged periods of isolation in both 2020 and 2021, we have found that students can sometimes lack both the motivation to excel and the desire to participate fully in College life. We will continue to design and promote creative ways to engage our young people with the goal of helping them sharpen their communication skills and reinforce their ability to collaborate with peers and teachers.

To satisfy the needs of our students and our commitment to maintaining a child safe community, we will meet with student groups to listen to their views on a wide range of issues. After collecting their opinions, we will work to establish even more safe, hospitable spaces and implement policies and procedures to ensure our College remains a welcoming place for everyone, regardless of race, nationality, faith, gender, sexuality and level of ability.

We will investigate innovative course offerings and learning delivery methods to make certain we deliver the highest quality teaching that links into wellbeing support and pastoral care.

Gathering accurate, comprehensive data will allow us to take our culture of continuous improvement to the next level. We will evaluate what we learn from Intellischool and other tools to refine our approaches to both educating young people and providing staff with achievable key performance indicators.

We cherish our 116-year strong history and will forever honour our Mercy origins and traditions. The blessing and formal opening of the Mercy Heritage Centre and the blessing and unveiling of the Sisters of Mercy Memorial Cross on 19 March 2022 marked important milestones for the College. In a way, these ceremonies neatly tie two ends of time. Both took place on the eightieth anniversary of the blessing of the Enright Convent, which houses the Heritage Centre.

It's an exciting time for St Joseph's College. Entrusted with a legacy of love and learning, we look to the future, always ready to support, encourage, and stand by our modern and diverse community.