

**ANNUAL
REPORT**
TO THE SCHOOL
COMMUNITY

2018



ST JOSEPH'S COLLEGE, GEELONG

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Minimum Standards Attestation

I, Tony Paatsch, attest that St Joseph's College Geelong is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

April 23 2019

Our College Vision

As a Catholic school we aspire to form students' hearts and minds to act with integrity and compassion within a learning culture that is engaging, rigorous, inclusive and innovative and within which each student is challenged to achieve excellence.

Our College Mission

We will foster an engaged, inclusive and respectful learning community inspired by the story of Edmund Rice and based on Gospel values where students are encouraged to 'strive for the highest' aspiring to excellence in academic, spiritual, cultural and personal endeavours. We aim to equip students to be globally connected citizens committed to personal excellence, enriching the wider community and standing in solidarity with the marginalised.

Our Commitment

St Joseph's College is committed to child safety and the care, safety and wellbeing of students are embedded in our policies and practices. All staff will work in accord with child safe practices and child protection reporting guidelines. The participation and empowerment of all young people is a consideration in decision-making, as we seek to provide a safe and nurturing environment where young people are respected and listened to.

College Overview

Our staff are expert in boys' education and our curriculum and pastoral care programs are designed to meet the very specific needs of young men, whilst seeking to challenge common stereotypes and prejudices. We believe that in a single-sex learning environment, boys are less susceptible to social pressures and may confidently develop their own identity, explore their masculinity and take on leadership roles.

Providing meaningful direction for boys' energy requires specialist understanding and tolerance. We are fortunate to have first class sporting facilities on site. Other curriculum opportunities such as camps and outdoor education programs are also tailored towards boys.

St Joseph's College caters for all young men irrespective of their academic ability. We have a proud tradition of students achieving excellent VCE results. Our VCAL, VET in Schools and School Based Apprenticeship programs provide similar results for those interested in pursuing apprenticeships and traineeships.

Teaching and learning at St Joseph's is focussed on the pursuit of excellence. Striving for academic achievement has a strong emphasis, and is promoted via a rich array of programs and support activities. Literacy and numeracy are prominent at all year levels. All courses and their delivery challenge students to reach their highest possible achievement.

During Years 11 and 12, students from Sacred Heart College attend some classes at St Joseph's and vice versa, providing students with a very wide subject selection during senior years.

Principal's Report

2018 has been another highly successful year for St Joseph's. We commenced with 1804 students including 336 new Year 7 students and a significant number of new staff including Mark Deverall, Michael Wright, Meleah Zanos, Rachael Abraham, Rachel Ivey, Claire Reilly, Bryce Morgan, Tom Elliot, Isabelle Dwyer, Lachie Doak, Joanne McKinney, Felicity Fitzgerald, Tanika Richards, Paul Coxhead, Ben Parsons, Brad Smith, Brendan Fairfield, Kate Kearney, Matt Wapling, Kate Scorpo, Kate Erlenbusch, Jackson Langhorne, Evan Clements, Doug Byrt, Olly Huby, Ben Dormer, and Blaine Lindley.

Bishop Mark Edwards OMI celebrated our opening Mass as we gathered to share the Eucharist, the symbol of the faith dimension of the College. This dimension was demonstrated continually throughout the year as students undertook a range of practical activities including hours of community service, promotion of Respectful Relationships (for which we were a 'lead school'), 'Diversity Day' (celebrating the inclusivity of our community) and sustainability action (a direct response to the challenges of the Papal Encyclical "Laudato Si"). I would like to acknowledge the leadership of Zoe Marshall in community service and Kelly Jenkins in sustainability.

Each year level participated in regular Masses and liturgies and undertook a range of renewals and seminars. Students were continually exposed to a range of guest speakers providing them the opportunity to come to an informed position regarding their own faith journey.

Immersion experiences provided students with deeper opportunity for faith in action and offered life changing experiences in communities in the developing world including Timor Leste, Uganda and Kokoda. The focus of immersions can be summed up in the words of Lilla Watson, an elder of the Gangulu people who said *"If you have come here to help me you are wasting your time. But if you have come because your liberation is bound up with mine, then let us work together."* Our immersion groups visited indigenous communities at Daly River, Yeppoon, the Tiwi Islands and for the first time to Ampilatwatja. At home our commitment to indigenous reconciliation continued with our student FIRE Carriers actively involved in all ceremonies.

The College's strong push to promote academic outcomes and better prepare students for the world beyond secondary school continued. At our annual Senior Awards Ceremony it was a privilege to welcome back Guest of Honour and Old Collegian, Bernard Bongiorno AO, QC. Bernard presented the 2017 Dux of the College award to his relative Michael Bongiorno. The results of the 2018 VCE students arrived in December, Ricky Ivelja was announced as the 2018 Dux of the College with an ATAR score of 99.3. 13.2% of students achieved an ATAR above 90. Many of these high achievers were part of the Aspire program which ran throughout the year and I would like to recognise the efforts of Curriculum Coordinator Michael Goss in promoting this initiative. Our 2018 median ATAR was 68.45 and the median study score was 31, almost level with our 2017 median score of 31.4.

The College student leaders were prominent in the promotion of Edmund Rice Day which once again saw staff and students gather for Mass followed by a cross country event raising money to support a range of beneficiaries including our friends at Kensekka in Uganda. Later in the year I was proud to visit this community and formally open the new 'St Joseph's Kensekka Secondary Vocational School' which has been built and is financed by the generosity of our community. At the same ceremony we formally welcomed the Kensekka school into the Edmund Rice Family by confirming it, along with St Bernard's Mannyra, as Catholic Schools in the Edmund Rice tradition and members of Edmund Rice Education Beyond Borders.

Student leadership continued to be strong throughout the year. I would like to acknowledge the leadership provided by College Captain, Jurrin Romanis and Deputy Captains, Sam Walsh and Roko Gudasic. The student council conducted many events notably the CLOGGS winter ball which raised significant funds for charity. The leaders were supported by teachers Kerry Drever and Chris Lynch to whom I record my gratitude. Our broader Year 12 student cohort also provided strong leadership throughout the year with the support of Coordinator Cassie Gleeson. After much negotiation, a Year 12 tie was designed and presented to each boy which made them stand out from other year levels.

The first semester saw our community work together to develop a new strategic plan for the College. This was formally launched in Term 3 and will form the basis of the operations of the College for the next six years. During the year we were also involved in a Renewal Process conducted by Edmund Rice Education Australia with support from Catholic Education Melbourne. The result of this process was affirmation and accreditation of St Joseph's as an "authentic school in the Edmund Rice tradition" and our re-registration as a school by the Victorian Registration and Qualifications Authority.

Our Year 9 Westcourt Campus enjoyed a successful year with one of the highlights being the annual ANZAC ceremony. The Westcourt experience focuses on the maturation of the students and saw them enjoy experiences such as the Amazing Race, Camps to the Grampians and Central Australia in addition to the Ampilatwaja Immersion and the Victorian Young Leaders to China program.

VET programs experienced strong demand amongst Year 10, 11 and 12 students and VCAL and VITA, the Applied Learning stream of the College, achieved strong student outcomes. Structured workplace learning and work experience provided worthwhile experiences assisting students clarify their career goals and I am grateful for the leadership of Ms Karen Shum in this area.

Once again the arts, sport and music flourished at the College. Students had extensive opportunities to be involved as part of curriculum programs and extracurricular activities. A multitude of concerts, rehearsals, exhibitions and the traditional House athletics and swimming carnivals ensured each student had the opportunity to develop their athletic and the aesthetic prowess.

Visual arts was showcased in the Mrs Pat Bourke Gallery with our annual student art and technology exhibition and also the Alumni art exhibition. The performing arts were also prominent, highlighted by the annual tri-school production, this year was the musical Grease, coordinated by Clonard College. Student media talent was also showcased in the 15 Words Film Festival.

Our musicians continued their strong historical tradition with great performances throughout the year. The Vocal Ensemble and Stage Band participated in 'Generations in Jazz' in Mt Gambier in May. The Stage Band finished 6th of 26 bands in Division 3, sharing the limelight with James Morrison and the Cat Empire. The Senior Band received a Platinum Awards in the Victorian Schools Music Festival in August and the Vocal Ensemble won 2 out of 3 sections at the Geelong Eisteddfod. The Associated Catholic College Concert at the end of Term 3 was also a wonderful occasion.

In sporting highlights our senior cricket team, despite being undefeated were narrowly beaten in the ACC final. Similarly our senior soccer team were runners up after an extremely successful year. Our Year 10 soccer team were undefeated Premiers and champions with a 6 nil victory in the final. Our Intermediate basketball team were

the Victorian College Division 2 State Champions. The golf team were ACC Division 1 champions, our athletes were ACC Division 2 champions and, after our maiden aggregate victory in the ACC Cross Country last year, we were runners up this year. The Associated Catholic Colleges has moved a long way from being purely a sporting organisation and once again this year our students acquitted themselves well in the culinary competition, chess, debating, public speaking, drama and leadership events.

We know that education is a partnership between school and family and there were many examples of shared events throughout the year. These included the Year 8 Father and Sons evening in Term 1 and the Mothers and Sons evening. Other shared events included the Mother's Day Mass and the Father's Day Breakfast were well supported. The latter is a massive undertaking that sees dozens of staff work from 6am to provide breakfast and welcome to our guests.

On behalf of the College I would like to acknowledge the outstanding generosity of the groups that support the College. These include the Parents and Friends under the leadership of Michelle Watkins and Sandra Higgins, the Old Collegians Association led by Justin O'Brien, the Josephines led by Kate Parke and Maureen Bryant and the 'Care group' providing meals and practical support to families in need. Thank you to the Mens Association with Pierre Belluzzo supported by team captains Des Nolan, Rohan Crowe, Danny Sheedy and David Cogan and finally the College Foundation with incoming president Paul McNamara. In mentioning the Foundation I would like to acknowledge the contribution of Peter Rudd who retired from the Presidency of the Foundation after 8 years. Again this year the extended College Community held the Michael Carmody Foundation function which saw a \$10,000 contribution to the College Bursary fund to support students who are unable to afford school fees. Significant developments occurred this year in relation to our engagement with China. Once again we were selected to be involved in the Victorian Young Leaders to China program which saw 15 Year 9 students spend six weeks studying in China. During the year we also signed a memorandum of understanding with the Shanghai international Cultural and Foreign Language School. This offers many possibilities for the future, including students visiting and studying at the sister school. It also led to a pilot program whereby a class from St Joseph's engaged online and worked collaboratively with a class at SICFLS on a shared business project.

Similarly our involvement in Italian language continued with a visit from a group of Italian exchange students.

A brief perusal of our fortnightly newsletter records some of the extraordinary successes individual St Joseph's students achieved both inside and outside the College during 2018. These include: Ash Thompson (Year 12), finalist in the VCE Season of excellence in the Top Class Drama and Theatre Studies, Joshua Walpole (Year 7) Australian representative in both Robotics in the USA and Lego League in Hungary, Seamus Spanner (Year 12), Australian representative in kayaking, Sam Walsh (Year 12), Captain of the AIS Academy football team. Sam was also the number one pick for Carlton in the AFL Draft who will be joined by Old Collegian Brayden Ham who was drafted to Essendon Football Club, Xavier Huxtable (Year 10), winner of the Gromsearch (Surfing) International final, Jolyon Simpson (Year 10), 8th and the youngest competitor in the Molokai Paddleboard world championships, Anthony Leban (Year 10), will debut with Melbourne Victory's Under 20s team next year, Nathan Fox (Year 11), won Best Film for his production of "Bus Stop" at the Odyssey Film Festival, Nickolas Skotnica (Year 10), is travelling to the UK for an intensive training camp as a soccer Goalkeeper, Tom Hockley Samon (Year 10), won the 5k Run For Geelong Kids in under 16 minutes and has his sights set on finishing fast in Stawell, Sam Condie (Year 8) has been selected to be a Ballkid at next year's Australian Open, Joshua Mannings (Year 9) earned the Australian Scouting Medallion - the highest award in the Scout section, Michael Leach (Year

10) was announced as the overall winner of the United Nations Youth "Voice" competition, Year 10 students Tom Scott, Callum Stow and Finn McCombe and also to past student Tanner Bruhn (SJOC 2017) who have been selected in the Under 17 Victorian Country Cricket Team to play in the National Carnival.

The College remains proudly open entry and inclusive and the College supports boys with a range of learning needs. I would like to acknowledge the outstanding work undertaken daily by our Education Support Staff under the leadership of Mark Turner in this area. Visiting the Ed Support area one can see very clearly an Edmund Rice education in action.

This year was the 10th anniversary of the awarding of the Professor Frank Larkins award for exemplary teaching. We were honoured to be joined by Prof Larkins as our guest at the midyear celebration luncheon where he presented the award to 2018 winners, Mark Rayson and Cassie Gleeson. For the first time this year a parallel award for education support staff was presented. Named after our longest serving staff member Damian Moynihan, Damian presented to Mary-Ann Anderson and Lynne Mullins.

The College enjoys excellent facilities and this year we upgraded the Cricket Pavilion deck and developed the Queens Rd Carpark to provide additional off street parking. We also took possession of a new classroom block including music facilities and science rooms. I thank our Business Manager Terry Fowler for his the tireless work of in bringing these projects to fruition.

On behalf of the College I would like to record my gratitude to members of the College Board. Under the leadership of Mrs Joanne van Slageren the Board has continued to provide strong leadership and wise counsel which has benefited the College. I thank retiring members, Shaun Cannon and John Cleary for their service to the Board. The Finance and Planning Committee has provided great support for the Board under the leadership of John I thank and acknowledge all members of this important committee for their contributions to the College.

I feel blessed to have worked with an outstanding leadership team again in 2018. I would like to thank and acknowledge College Deputy Principals, Michelle Brodrick and Mark Kennedy, Director of Identity Michael Wright, Business Manager Terry Fowler, Director of Curriculum Michael Goss, Human Resource Manager Rolf Audrins. I also thank my personal assistant Adele Wilson for her support and generosity throughout the year.

At the end of 2018 we will farewell some staff who have made an enormous contribution to the College, in some cases over many years. Thank you and farewell to Simon Cahir, Monika Ercoli, Helen Kean, Claire Connell, Zoe Marshall, James Moloney, Anne Dooley, Chris Valmadre, Michael Goss, Helen Connolly, Emma Cuthill and Nerrida Holland. While no longer employed these great contributors to the College will remain a part of our community.

May I finish by thinking all who contributed in any way to St Joseph's College in 2018. I hope you enjoy the 2018 Virtus.

God bless

- Tony Paatsch, Principal

Church Authority Report

Moved by the story of Edmund Rice, founder of the Christian Brothers and inspired by the gospel values of love and justice, we encourage one another "to strive for the highest" (Ad Alta Virtute)

We are committed to education that:

- develops respect and compassion towards others
- embraces innovation to help develop talents and abilities
- integrates Christian ethics as the basis of acting with integrity

The College is part of Edmund Rice Education Australia (EREA) and is committed to its Charter.

College Board Report

The St Joseph's College Board has enjoyed another successful year. We are proud to have had the opportunity to support the leadership of the College in meeting the needs of families.

Once again this year the annual seminar was the lynchpin of our year, drawing together the business dealt with in our monthly meetings. At this seminar we welcomed the opportunity to hear from key school leaders, discuss the strategic directions of the College and contribute to the discernment process.

Key achievements of the year included ratification of the College Strategic Plan and the structural changes to the College to be implemented in 2019. We were also pleased to move towards the completion of our building master plan with the addition of the Peter Chanel Centre and Queens Road Carpark.

An important part of our mandate is working to ensure the College's affordability while ensuring that students are provided with the resources needed to allow them to achieve excellent educational outcomes. The Building and Finance Committee led by Mr John Cleary provided astute financial advice and prudent planning advice to the Board and we are grateful for the work of this committee.

At the end of the year we farewell Shaun Cannon from the Board and on behalf of the Board I thank Shaun for his service.

On behalf of the Board I would like to thank the College Leadership team for their work throughout 2018. In particular I acknowledge and thank Principal, Tony Paatsch, Deputy Principals Michelle Brodrick and Mark Kennedy and Business Manager Terry Fowler.

Once again this year it has been a privilege to serve the community of St Joseph's.

- Joanne van Slageren, Board Chairperson

Education in Faith

Goals & Intended Outcomes

- Provide staff support and training using Enhancing Catholic School Identity material.
- Ensure our RE program delivery conforms with Arch-Diocesan Guidelines
- Nurture and encourage spiritual growth by encouraging staff to use prayer, reflections, symbols, sacred stories and rituals to break open the word of God at staff gatherings.
- Provide opportunities to bring each year level together in liturgy.
- Maintain current and create additional opportunities for student engagement through our service learning program.
- Promote the importance on indigenous culture and spirituality to students and the community.
- Deepen connections and opportunities for collaboration between the college community and the wider EREA community.
- Better alignment of year level goals with our EREA Touchstones.
- Create links with members of the local Christian Brothers Community.
- Explore ways to improve and promote student advocacy.

Achievements

- Professional development provided to all Religious Education teachers on the finding on our 2017 Enhancing Catholic Identity Report.
- Pedagogy of Encounter presented to all Religious education staff as a means of enhancing our Catholic Identity
- Data from Enhancing Catholic Identity Report presented to all board members at our annual board presentation.
- The use of ordained past students to conduct our College liturgies, such as our Edmund Rice day mass.

VALUE ADDED

- Creation of links with our local parish priests.
- Attendance at the EREA International Congress of a number of staff and establishment of lasting collaborative links with other members of local and international EREA communities.
- The involvement of retired Christian Brothers as a source of guidance and inspiration for our current students.
- The reconfiguration of our student leadership model to include EREA touchstone prefects.
- Restructure of College Identity team and positions of leadership with that team to improve the promotion of student voice and advocacy on all issues including refugees.

Learning & Teaching

Goals & Intended Outcomes

To provide learning with clear purpose and connection to the 21st century as a means of improving student engagement and ownership of their learning.

Achievements

- Review of school structure for implementation in 2019 to include sub-schools – Waterford (Year 7 & 8), Westcourt (Year 9) and Mt Sion (Year 10-12) and Leaders of Learning for each sub-school. Creative Technologies Coordinator position to be introduced.
- Implementation of Project Based Learning at Year 7 in 2019, including training of core Year 7 teachers.
- Project Based Learning training for new staff to the College, as well as to staff at Year 7 – 10 who have not been involved in training at other year levels
- Project Based Learning Leader training for Curriculum Area Leaders
- Literacy Coach model developed in 2018 and expanded to include training for coaches in the Literacy for Learning course. The Literacy for Learning program will provide all teachers with valuable training in literacy over the next three years.
- A review of all electives at Westcourt campus, with the introduction of new subjects including Literature and Psychology.
- Implementation of a Literacy and Numeracy intervention program, NIXOR, at Year 7 (2018) and for Year 8 in 2019.
- Successful community events to showcase learning including Westcourt Expo, Alumni Exhibition, 15 words Film Festival and various music showcases.

STUDENT LEARNING OUTCOMES

In 2018, St Joseph's College Year 7 and 9 students performed within expectations of State Median scaled scores in all bands. All bands for both Year 7 and 9 were slightly below State Median values except for Year 7 Numeracy results that were slightly above State Median. Comparing Year 9 2018 with Year 7 2016 indicates that the learning growth of this cohort has proceeded at the expected rate, in line with overall State average growth rates. Although the data is by no means conclusive the Year 9 2018 cohort does appear to indicate that this cohort performed slightly lower in all bands compared to the previous two years' cohorts and conversely the Year 7 2018 cohort has performed as well or better in all bands compared to the previous two years' cohorts.

VCE results

The 2018 VCE results showed 10% of students achieved study scores of 40 or above with 13.2 % of our students achieved an ATAR of 90 and above. The 2018 Dux of the College achieved an ATAR of 99.3. The 2018 median ATAR was 68.45 and the median study score was 31.

NAPLAN RESULTS IN BANDS											
Year 7		Reading	% +/-	Writing	% +/-	Spelling	% +/-	Grammar & Punctuation	% +/-	Numeracy	% +/-
2016	State median	547		530		545		545		558	
	St Joseph's median	538	-1.6	515	-2.8	527	-3.3	530	-2.8	555	-0.5
2017	State median	552		524		549		548		562	
	St Joseph's median	550	-0.4	508	-3.1	532	-3.1	535	-2.4	559	-0.5
2018	State median	548		514		547		549		556	
	St Joseph's median	546	-0.4	504	-1.9	536	-2.0	548	-0.2	565	1.6
Year 9		Reading	% +/-	Writing	% +/-	Spelling	% +/-	Grammar & Punctuation	% +/-	Numeracy	% +/-
2016	State median	586		564		583		575		596	
	St Joseph's median	595	1.5	548	-2.8	574	-1.5	575	0.0	599	0.5
2017	State median	584		561		581		564		596	
	St Joseph's median	586	0.3	556	-0.9	583	0.3	572	1.4	595	-0.2
2018	State median	591		551		586		584		603	
	St Joseph's median	575	-2.7	546	-0.9	570	-2.7	565	-3.4	592	-1.8

Student Wellbeing

Goals & Intended Outcomes

- Promote respectful relationships with peers and staff
- Develop a cohesive approach to wellbeing including learning and education in faith.
- The College Strategic Plan has the following intentions that also fall within Wellbeing.
 - 1.1.6 Investigate opportunities to promote student voice
 - 1.3.4 Review current student management processes to provide opportunities for targeted staff professional learning on classroom behaviour management.
 - 1.4.1 Ensure commitment to staff wellbeing
 - 2.2.5 Promote collaboration b/w YLC's to align our Year Level/House themes with EREA Touchstones and Gospel passages.
 - 2.1.8 Promote the importance of indigenous culture and spirituality to students and the community.
 - 3.1.2 Promote the importance of partnerships b/w staff, students, and SJC families to support student wellbeing and educational outcomes.
 - 3.2.1 Review all structures, policies and procedures relating to child safety to ensure child safety is embedded in our school culture.
 - 3.2.2 Develop further understanding and acceptance of mental health/illness amongst students and staff through professional learning and shared experience.
 - 3.2.4 Implement a wellbeing program that is relevant to the developmental needs of all students.
 - 3.2.5 Promote understanding and acceptance of conditions that impact learning for students and continue to offer opportunities for students with learning needs including trauma informed practice.
 - 3.2.6 Encourage the St Joseph's community to welcome and celebrate difference and diversity in aspects including gender, race and sexuality.

Achievements

- Maintained our Lead school status in the Respectful Relationships (RR) initiative.
- Development of a Student Leadership Cultural team to drive student engagement across the school that is supported by staff.
- Culture Team were all trained by Ash with RR and set goals of how to make impact on culture. Our culture team designed a 'student survey' distributed to all students, focusing on respectful relationships in particular focus on sexist behaviours, racism and homophobia. Students have delivered findings from the survey as well as some example actions back to the staff body. As a result of surveys the Culture Team worked with a graphical designer company to develop a brand of posters which portray 'What it is to be a true Joey's boy.'
- Representation at the 'Gender Equity and Your Workplace' breakfast for next week. Our Inclusive Community Touchstone Prefects attended along with the RR teacher team. Presence at all assemblies, membership on the SJC RR team and Child Safe Committees.
- Hosted a Respectful Relationships Community Event. LET'S TALK ABOUT Respect, Pornography & Gender Community with Ritchie Hardcore and Maree Crabbe.
- Celebrated a school wide SJC Diversity Day and Are You OK Day.

- One of the leading schools in promoting the message of men's health through actively promoting Movember.
- Establishment and strengthening of the wellbeing team to include staff from all areas of the school as part of professional learning collaboration meetings.
- Development of Wellbeing curriculum across all year levels
- Developed the Senior Years Wellbeing Expo for students and families with key presenters and workshops.
- Staff and student training in Respectful Relationships and Child Safety.
- Development of our Student Attendance Guidelines for staff. Attendance letters sent home mid-way through each term 1 to those students who have fallen below the 90% attendance rate.
- The VITA (Latin for life) program is our Senior Years alternative to VCAL and VCE. We have had twelve students take part in VITA this year for a range of reasons. Last Wednesday evening we held our first ever VITA evening where parents, teachers, support staff and external employment agencies who were all treated to a truly special evening. The boys were all able to speak to us about what they got out of the program and how VITA has liberated their education.
- Strengthening the Year Level themes with scripture passages and Touchstones.
- Ran successful Year 7 and Year 9 camps.

VALUE ADDED

- School refusal guidelines were utilized to provide support and guidance for teachers/parents/staff in relation to working with students and families who are finding it difficult to come to school.
- Attendance guidelines for staff implemented
- An overarching Wellbeing Policy was written and endorsed by the College Board.
- A Headstart program was introduced to allow better transition into the next years' timetable.
- The new pastoral leadership structure commenced in Headstart.
- The new student leadership structure commenced in Term 4 with prefects representing the EREA Touchstones.
- Received a positive outcome from the VRQA audit.

STUDENT SATISFACTION

In 2018 the school did not undertake the SIS.

The following comment is made from the insightSRC School Improvement Survey Survey Detail Report 2016:

- A total of 135 students from the College completed the survey.
- Overall the results are a pleasing reflection of the school which provides confidence that generally students are confident in the school, the curriculum and teachers.
- Some areas that will be further analysed are:
 - Stimulating learning. This area scored lower than others however, the introduction and roll out of Project Based Learning across more year levels is a proactive step the school introduced that will be monitored for effectiveness and any change in learning stimulation.

Classroom Behaviour also rated average and will be the subject of more detailed analysis.

STUDENT ATTENDANCE

2018 Attendance Percentages

Year Level	Attendance %
Year 7	91.99
Year 8	91.39
Year 9	90.10
Year 10	87.78
Year 11	87.82
Year 12	88.75

- The table above indicates the overall attendance percentages for each year level. In comparison to our 2017 data, attendance was down slightly across all year levels, particularly in the senior years of 10-12, with a maximum reduction of 2.87% at Year 10.
- All students have their attendance marked each period via an electronic roll.
- An SMS is sent home in period 3 (approx. 11am) if a student is absent and notification has not been received from a parent/carer. Homeroom Teachers monitor each student's overall attendance and if there is an issue parents/carers are contacted. Year Level Coordinators monitor low attendance rates and then if there are ongoing concern, a parent interview is requested.
- If there are health issues or ongoing concerns, this is discussed in the Student Welfare Action Group meetings and actions initiated with relevant organizations and/or professional support.
- If there are serious issues, the CEO are contacted for further direction.

Child Safe Standards

Goals and Intended Outcomes

- Review all structures, policies and procedures relating to child safety to ensure child safety is embedded in our school culture.
- Develop further understanding and acceptance of mental health/ illness amongst students and staff through professional learning and shared experience.
- Audit and Implement the Rights, Resilience and Respectful Relationship Curriculum that is applicable to SJC.

Achievements

Commitments into every day practice

- Ratification and implementation of policy 3.1 Child Protection Reporting Obligations and Policy 3.9 Child Safety.
- Development of Board Handbook.
- Processes developed to protect every child, communication with parents, supporting staff and informing the school community.
- Our website has direct access through one click to all policy and commitment to Child Safety.
- All meetings prioritise Child Safety as an agenda item.
- Consistent newsletter articles.
- Student Wellbeing Policy ratified by the board emphasising the educational philosophy being safe and student centred.

Training of teachers, non-teaching staff and volunteers

- Annual training is provided to existing staff (teachers and non teachers) via an annual training schedule and regular staff meetings. Volunteers are provided with the relevant checks and materials from HR.
- Child Safety Officers have been trained in responding and reporting Child Sexual Abuse provided by CEM.
- Child Safety Officers have trained Wellbeing leadership Team at meetings.

Implementation of 'PROTECT'

- Display of PROTECT posters around the school/in staff offices.
- Three trained child safe officers.
- PROTECT forms are held on Complispace and College website.

Student participation and empowerment strategies

- There are Touchstone Student Leaders for Inclusive Community. Each have been trained in Respectful Relationships and deliver voice forums to other partner Respectful Relationship schools. Also these leaders conduct an annual student survey surrounding child safe, inclusive behaviours, gender stereotypes, inclusive language.
- Student voice in our Child Safety and Respectful Relationships teaching teams who attend the meetings.
- Students have and continue to work on the Child Safe student friendly version.

2019 Respectful Relationships Team

- St Joseph's College is a Lead School - Respectful Relationships which takes a whole school approach examining practices and policies to build a culture of respect and equality.
- The SJC team meets collectively each term as well as in clusters with other Geelong partner schools. Mark Kennedy – Deputy Principal Student and Staff Wellbeing, Tom Elliot, Rebecca Barker, Sam Querella and Inclusive Community Prefect William Magher also have membership on this team.

2019 Child Safety Officers

St Joseph's College has appointed three staff members John Stephensen, Luke Parsons and Rachael Abraham as the College's Child Safety Officers. Each Child Safety Officer is available to answer any questions with respect to our Child Protection and Safety Policy and the Child Protection Program. If there is any concern that a student may be experiencing any form of abuse, whether or not there is a belief on reasonable grounds that the abuse has occurred, staff must immediately raise concerns with either Mark Kennedy, Deputy Principal - Student and Staff Wellbeing or Jess Gunning - Head of Student Services and/or one of the Child Safety Officers. If the concern relates to the Principal or Deputy Principal, it should be reported to the EREA Regional Director via the EREA National Office on (03) 94263200. The welfare and best interests of the child are paramount. Whenever there are concerns that a student is in immediate danger the Police should be called on 000.

The committee consists of the following St Joseph College community members

Mark Kennedy - Deputy Principal Student and Staff Wellbeing
 Jess Gunning – Head of Student Services
 John Stephenson – Waterford (Yr 7/8) Child Safe Officer
 Luke Parsons – Westcourt (Yr 9) Child Safe Officer
 Rachel Abraham – Mt Sion (Yr 10-12) Child Safe Officer
 Joanne Chapel – College Psychologist
 Rolf Audrins – Human Resource Manager
 Sherryn Ross - Risk and Compliance
 Zara Walter – Head of Administration
 Lisa Northey - Parent Rep
 Sue Collins - Indigenous Liaison
 Tyler Anderson - Student Rep Waterford
 Jaylen Winieki - Student Rep Westcourt
 Connor Foppiani - Student Rep Mt Sion
 General Committee members – Joanne McKinney, Paul Roberston, Tracey Wong, Jackson Langhorne, Leanne Rivett.

Engagement of Families and communities in promoting child safety

- Through the Child Safe Committee the school has strategies to develop appropriate education about child abuse awareness and preventions – empowering our community.
- Development of readily accessible and user friendly information about Child Safe Standard practices for students via child friendly child safe policy, information on the website and daily messages.

Human Resources practices

- New staff induction kit includes schedule and materials for training new staff.
- Working with Children audit, NPR, VIT – monitor and assess employee's continuing suitability for child-connected work.
- All Job advertisements promote our Child Safety commitment and are part of the interview questions.

Child safety – Risk Management practices

- Risk and Compliance staff member employed for 2019.
- Health and Safety committee including Child Safety Officer.
- Risk register updated – risks of child abuse associated with characteristics and needs of all children identified and strategies to reduce or remove risk have been developed.
- There is a mechanism for reviewing risks and actions.

Leadership & Management

Goals & Intended Outcomes

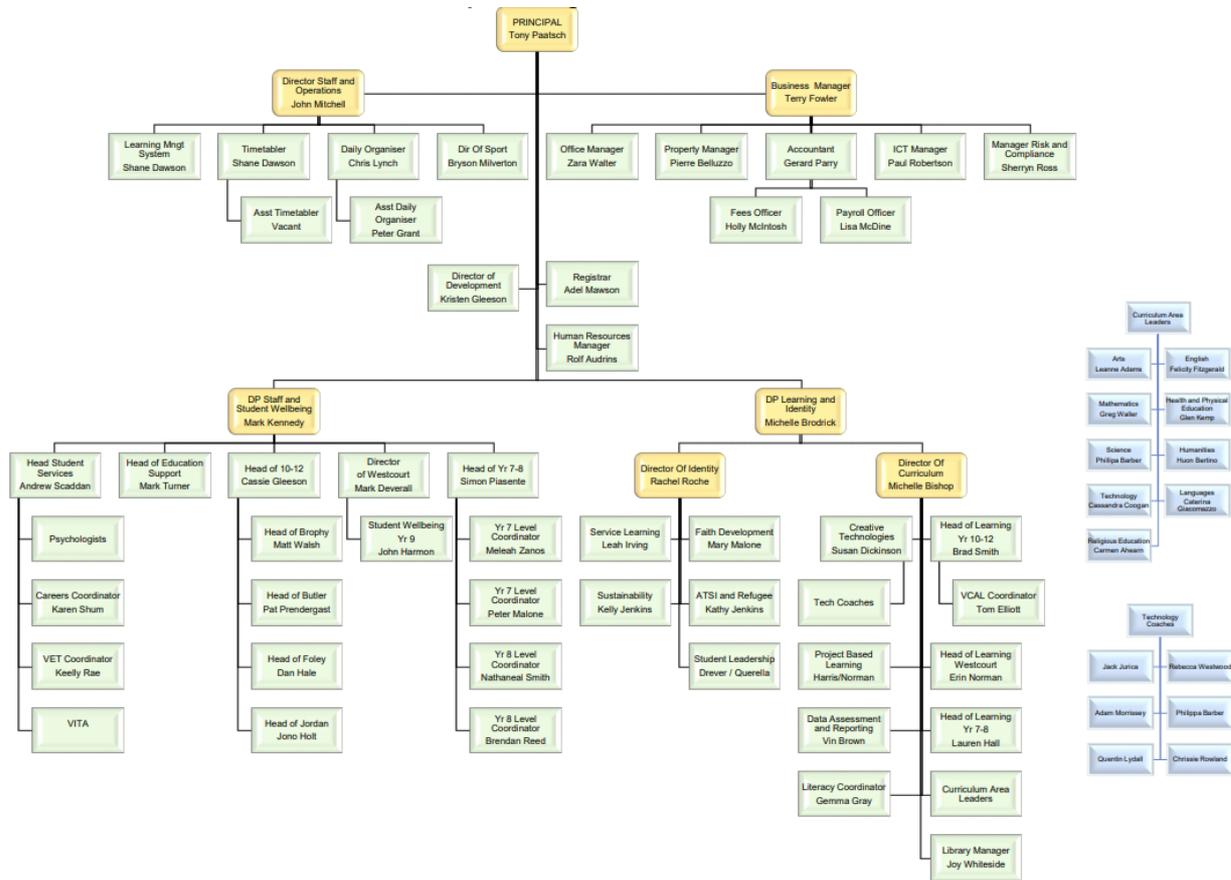
- 2018 review of organisational structure of the College
- Finalisation of the Strategic Plan for 2018-2022.
- Key initiatives in literacy and Project Based Learning as a focus of improvement within the Teaching and Learning program.
- Completion of the Project Based Learning building in 2018 creating large flexible learning spaces for Year 7 students in 2019

Achievements

- Launch of the St Joseph's College Strategic Plan 2018-2022. The plan outlines five key strategic areas for improvement. The four touchstones form the framework for the plan with an additional strategic focus of Operations and Operational Sustainability. The key priorities for each area of focus are -
 - Liberating Education:
 - Improving the learning culture of St Joseph's College.
 - Develop a student centred 21st Century learning environment.
 - Set a minimum target of 12 months progress annually for each student.
 - Support Staff Wellbeing.
 - Gospel Spirituality:
 - Enhance the Catholic Identity of our staff.
 - Enhance the Catholic Identity of our students.
 - Enhance the Catholic Identity of our families.
 - Inclusive Community:
 - Enhance collaborative partnerships between St Joseph's and the broader community.
 - Create a safe and inclusive learning environment.
 - Ensure equitable access to Catholic education for all students in the region.
 - Ensure flexible and diverse pathways and opportunities for every student.
 - Foster intercultural knowledge and skills in students, staff and the wider community.
 - Justice and Solidarity:
 - Welcome, care for and educate minority groups.
 - Support gender equity.
 - Promote Sustainability.
 - Develop student advocacy skills
 - Operations and Operational Sustainability
 - Maintain sustainable structures
 - Maintaining affordability
 - Build leadership capacity and succession planning

- Commendations from Edmund Rice Education Australia School Renewal confirming that seeks to ensure St Joseph's College seeks to provide quality Catholic education in the tradition of Blessed Edmund Rice
- Review and implementation of new organisational structure including the introduction of sub-schools – Waterford (Year 7 and 8) and Mt Zion (Year 10-12). Key features includes changes to the roles of Deputy Principals, new positions of leadership created including Director of Staff and Operations, Heads of Learning (Waterford and Mt Zion) and Creative Technologies Coordinator.

St Joseph's College Organisational Structure



- Increase in enrolments to 1804 students at the commencement of 2018 including 336 Year 7 students. The 2018 VCE results showed 10% of students achieved study scores of 40 or above with 13.2 % of our students achieved an ATAR of 90 and above. The 2018 Dux of the College achieved an ATAR of 99.3.
- Introduction of a Year 9 immersion to Ampilatwatja, Northern Territory and other experiences to communities at Daly River and the Tiwi Islands as part of a practical commitment to reconciliation. Visits to Timor Leste and Kenya offered life changing experiences and a deep opportunity for faith in action.
- Student leadership was strong throughout the year with boys leading many initiatives and programs including leading community forums in the Respectful Relationships initiative and Winter CLOGGS ball.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2018**

Category	# of Events	# of Events with fee	# Staff with Fee	Total Cost
Administration	21	16	57	\$17,026
Arts	11	8	12	\$1,405
English	7	4	19	\$5,220
EREA Formation	8	4	6	\$2,510
Humanities	13	9	9	\$1,283
ICT	10	6	8	\$4,000
Indigenous Education	2	0	0	\$0
Leadership and Management	15	6	8	\$5,894
Library	12	6	11	\$2,145
LOTE	14	3	4	\$350
Mathematics	4	1	6	\$1,710
Pastoral Care	19	7	11	\$2,287
Physical Education	12	6	21	\$5,940
Religious Education	11	5	8	\$1,728
Science	8	6	11	\$2,146
Staff Meetings	11	0	0	\$0
Student Support	25	13	14	\$3,935
Teaching and Learning	31	7	9	\$17,984
Technology	11	7	19	\$14,029
Sponsored Study	6	6	6	\$10,273
Totals	251	120	239	\$99,865
All Staff PD				\$39,006
Total Professional Development				\$138,871

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018	239
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AVERAGE EXPENDITURE PER TEACHER FOR PL	\$418
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TEACHER SATISFACTION

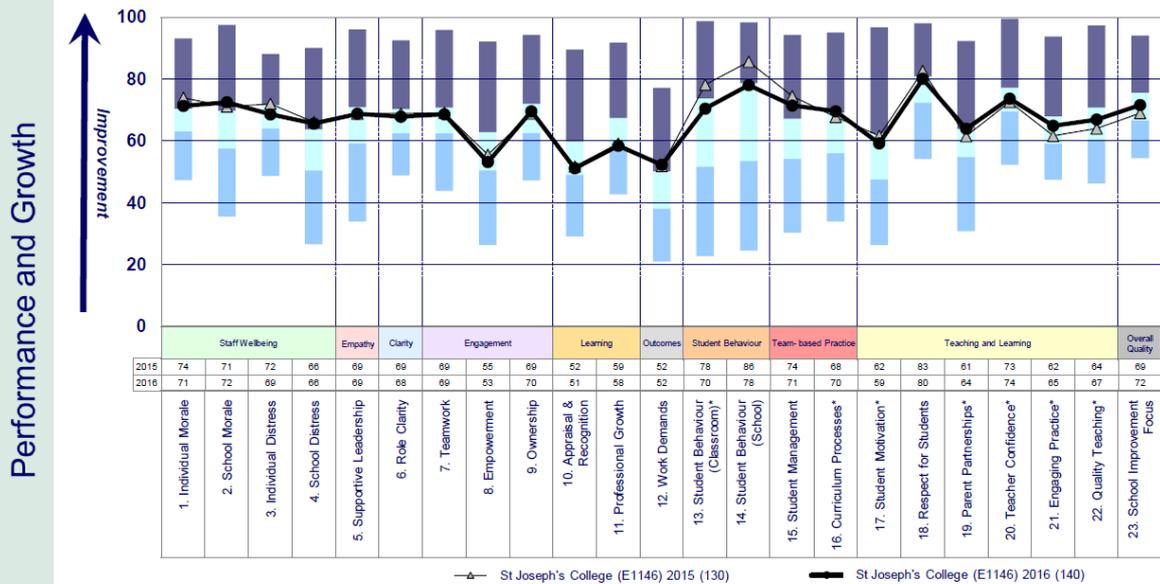
In 2018 the school did not undertake the SIS.

The following comment is made from the insightSRC School Improvement Survey Survey Detail Report 2016:

- A total of 140 staff from the College completed the survey.
- Overall the staff satisfaction is rated as good.
- Some areas that will require some analysis and potentially attention is in the areas of involvement in decisions, staff feedback and development.
- The report indicated individual and school morale is high, student management and behavior is well managed and there is a recognized strong focus on school improvement. Teacher confidence was also identified as a strength.

2016 school climate – actual scores ...

Your school relative to the range for Australian secondary schools.



10

insight SRC

Top 25% of Australian secondary schools

Middle 50% of Australian secondary schools

Lower 25% of Australian secondary schools



*Teaching staff only (Indicators 13, 16-17, 19-22).

College Community

Goals & Intended Outcomes

The College Strategic Plan outlines the following intended outcomes:

- Encourage engagement with Old Collegians, families and friends of St Josephs through support for bodies including Old Collegians Association, Parents & Friends, Josephine's, SJC Foundation who support the vision of the college.
- Promote the importance of partnerships between staff, students and SJC families to support student wellbeing and educational outcomes.
- Consider opportunities to provide access to College facilities for community groups outside school hours.

Achievements

- In 2018 the College Foundation:
 - Raised in excess of \$55,000 for the Annual Gifting program
 - Increased Foundation membership to 149 members
 - Increased McNeill Society membership to 23 members
 - Committed to a number of community-based activities to engage with the SJC Community, including sponsorship of the Upstart program, SJC Fashion Dinner and the Music Showcase which included five music based scholarships to a student in year 7 – 11 to assist with their music tuition.
- In 2018 the Parents and Friends provided the following:
 - \$8000 towards the College Bursary fund.
 - \$2000 CPR and basic First Aid training for 43 VCE students.
 - \$23,000 towards St Joseph's Primary School, Kensekka, Uganda raised at the Annual Fashion Dinner
 - \$2,500 towards Mental Health Week initiatives
 - Held a number of events for the college community including the Trivia Night, the Old Collegians reunion catering and fun food day for students at both campuses.
- In 2018 the SJC Old Collegians Association:
 - Committed \$20,000 towards the SJC Bursary Fund
 - Raised \$16,500 at the Annual Golf Day for the bursary program
 - Hosted numerous activities to welcome Alumni back to SJC, including the boarders reunion in October and the remembrance mass in November.

VALUE ADDED

- In 2018 the Josephine's held two fantastic events, the autumn dinner at Truffleduck and the Spring lunch at 360Q Queenscliff, These events raised in excess of \$8,000 for the Education support area and the Paul Tobias needs based scholarship fund.
- The College Care Group, formed to assist families during times of crisis (eg. illness, bereavement or special circumstances), supported many families, some ongoing throughout the year, with 115 meals supplied.
- The Men's Association Committee is a group of fathers some being Old Boys. Their main role at the college is to organise the weekly Sunday working bees. In 2018 their contribution to supporting the College was again exceptional.

PARENT SATISFACTION

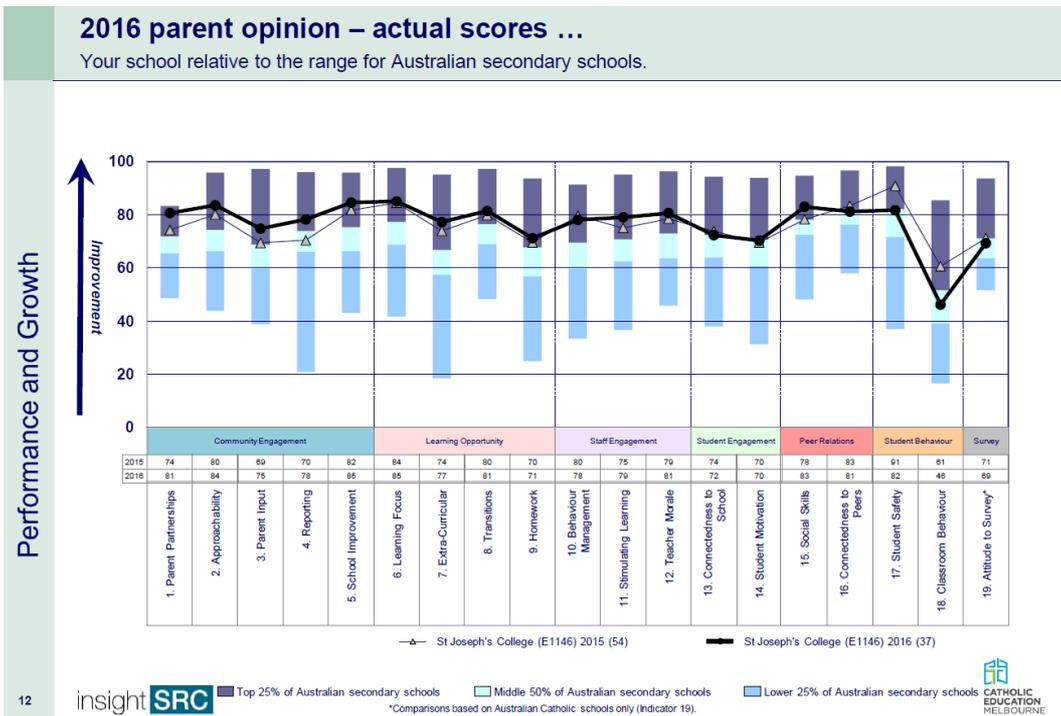
In 2017 the school did not undertake the SIS.

The following comment is made from the insightSRC School Improvement Survey Detail Report 2016:

- A total of 37 parents from the College completed the survey.
- Overall the parent satisfaction is rated as excellent with most areas receiving a rating of 85% favorable or more.

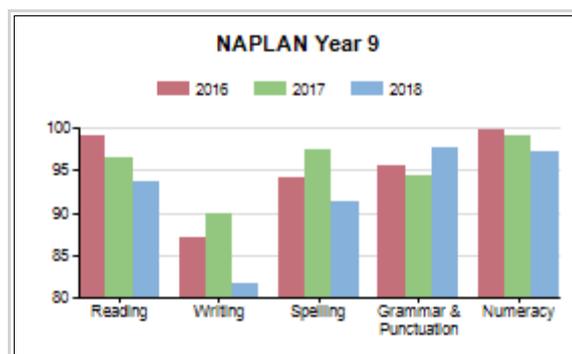
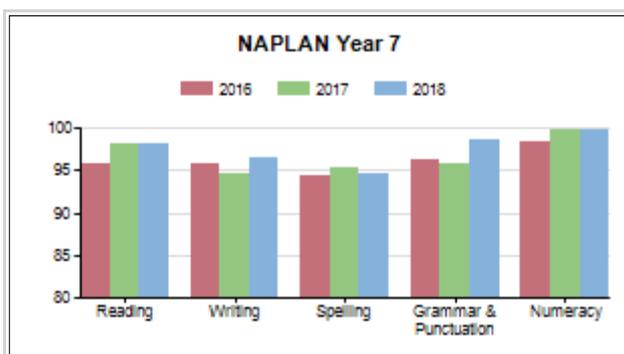
The area of classroom behaviour is the only identified area that requires analysis and potentially some action.

School Performance Data Summary



E1146
St Joseph's College, Newtown

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 07 Grammar & Punctuation	96.2	95.7	-0.5	98.7	3.0
YR 07 Numeracy	98.3	99.7	1.4	99.7	0.0
YR 07 Reading	95.8	98.2	2.4	98.1	-0.1
YR 07 Spelling	94.4	95.3	0.9	94.7	-0.6
YR 07 Writing	95.8	94.7	-1.1	96.5	1.8
YR 09 Grammar & Punctuation	95.6	94.3	-1.3	97.8	3.5
YR 09 Numeracy	99.7	99.0	-0.7	97.2	-1.8
YR 09 Reading	99.0	96.5	-2.5	93.8	-2.7
YR 09 Spelling	94.2	97.5	3.3	91.3	-6.2
YR 09 Writing	87.0	89.9	2.9	81.7	-8.2



YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	89.5%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	93.3
Y08	92.5
Y09	91.8
Y10	91.2
Overall average attendance	92.2

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	89.0%

STAFF RETENTION RATE	
Staff Retention Rate	87.8%

TEACHER QUALIFICATIONS	
Doctorate	1.3%
Masters	17.0%
Graduate	46.4%
Graduate Certificate	11.1%
Bachelor Degree	88.2%
Advanced Diploma	11.1%
No Qualifications Listed	3.3%

STAFF COMPOSITION	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	187
Teaching Staff (FTE)	165.8
Non-Teaching Staff (Headcount)	99
Non-Teaching Staff (FTE)	86.9
Indigenous Teaching Staff (Headcount)	3

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	554.4
Year 9 Numeracy	592.7
Year 9 Reading	577.0
Year 9 Spelling	571.0
Year 9 Writing	546.2

SENIOR SECONDARY OUTCOMES	
VCE Median Score	31
VCE Completion Rate	98%
VCAL Completion Rate	94%

POST-SCHOOL DESTINATIONS AS AT 2018	
Tertiary Study	52.9%
TAFE / VET	5.0%
Apprenticeship / Traineeship	14.3%
Deferred	10.9%
Employment	12.6%
Other - The category of Other includes both students Looking for Work and those classed as Other	4.2%

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