



St Joseph's College

Newtown

2022

Annual Report to the School Community

ST JOSEPH'S COLLEGE GEELONG



Registered School Number: 1425

Table of Contents

Contact Details	2
Minimum Standards Attestation	2
Vision and Mission.....	3
College Overview	4
Principal's Report	5
School Advisory Council Report.....	9
Catholic Identity and Mission.....	11
Learning and Teaching.....	15
Student Wellbeing	21
Child Safe Standards.....	28
Leadership	34
Community Engagement.....	40
Future Directions	43

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Minimum Standards Attestation

I, Anthony Paatsch, 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

12/04/2023

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

Vision and Mission

Our 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 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

We, the St Joseph's College Community, are committed to continue education in the Catholic tradition, through the example of Jesus Christ, our beginning and end. Moved by the story of Edmund Rice and inspired by the gospel values of love and justice, we encourage one another "to strive for the highest", to develop and use our talents and abilities, and to respect and show compassion towards others. We aim to create a child-safe environment, in all school environments during and outside school hours, where children are free to enjoy life to the full without any concern for their safety. Through the development of partnerships, we show that we value the contribution of students, staff and families, past and present. In our service to the wider community, we see our school as being a place of hope and encouragement in our world today.

Principal's Report

This year the College returned to normality following a disrupted 2020 and 2021. While things were not exactly the way they were in the pre-Covid era most aspects of school life were able to operate fully.

The theme for our school year was "Anything is possible With God – Strive for the highest" and this was the focus of our opening Mass and liturgical celebrations throughout the year. At our opening liturgy we welcomed new staff including: teachers; Matthew Boccia, John Collinson, Michael Fawkes, Laura Gordon, Amy Hughes, Gilda Incigneri, Simone Lucas, Brad Lynch, David McNeel, Karlie Robinson, Sandra Silo, and Andrew Smith; education support staff; Sally Maes, Alex Munro, Carly Ritchie, Matisse Waight and Samara Wall, along with our AFL trainees Max Jones and Sam McKew.

During the year additional staff joined us, (some for brief periods and some in ongoing roles), including teachers; Joel Cassidy, Andrew Clements, Brent Diamond, Bec Pearce, Lisa Pollard, Crystal Priestley, Michael Pritchard, Andrew Read, Annaleise Reid, Magdalena Romaniuk, Cassandra Smith, Tania Televski, Ethan Wright and support staff; Scott Adamson, Noah Biggs, Roxy Curren, Sam Kelly, Grace Malley, Matt O'Brien, Kylie Oliver, Will Paatsch, Noreen Pantazis, Ben Simons, Georgia Verlin, Carla Walsh, Jodie Warrick, Kellie-Ann Weigl and Todd White

As always term 1 was action packed with Senior Awards ceremony (with Old Collegians Todd and George Devine as guest speakers), inter-house athletics, inter-house and ACC swimming, welcome evening for the new parents, Mt Sion well-being expo, the Respect Cup and Year 7 camps.

Another highlight of Term 1 was the opening of the Carey Oval Pavilion. The College is committed to supporting community sport and, while this facility will be used during the school week, its most significant use will be on weekends. It will be used extensively for both male and female cricket and football for our Old Collegians and other community sporting clubs.

The rich faith life of the College was again on full display in 2022. Key to this is our commitment to assist those in need.

Our Edmund Rice Day celebration saw the community raise \$40,000 in support of St Joseph's vocational secondary school in Kensekka, Uganda. The Tri-UMPH music festival has been held every three years since 2007 and sees all students from the Geelong Catholic secondary schools gather on one site for a day of music, celebration of identity and fundraising. Scheduled for September, the event was cancelled due to Covid concerns and morphed into 'triumph-lite' with each school running a range of activities on their own site. The net result was \$30,000 sent to Timor-Leste to support the education of teachers. The commitment of our families to supporting those in need was further evidenced by the contribution of over \$100,000 through our voluntary fee levy to the Edmund Rice Foundation Australia which supports those in need particularly in East Africa. Closer to home our student and staff volunteers prepared and donated food to those in need through the Mac and Joe's program.

Francis encyclical 'laudato si' continues to inspire our commitment to sustainability. Amongst numerous initiatives were Enviroservice, Earth hour, Cut the Wrap and the introduction of the 'Eddie coin', made on-site from recycled plastic, to replace the canteen voucher system.

Our deep commitment to reconciliation saw us celebrate Reconciliation Week with a range of activities on-site. We were also able to provide immersion experiences for many students who

deepened their understanding of Aboriginal culture in the communities at Lake Mungo and Daly River.

Most year levels were provided with a renewal experience either on or off site. Of significance was the resumption of our three-day Year 12 renewals which provide a reflective, faith-based experience for our students in their final year. Our Year 8s and their fathers or adult mentors also had the opportunity for involvement in the Time and Space program.

Anzac Day and Remembrance Day ceremonies provided a prayerful opportunity to acknowledge those who have served. Our ongoing commitment to respectful relationships and equality was seen in our celebration of International Women's Day with the 'Sweethearts' performing in the quadrangle and our zebra crossings painted purple. Later in the year diversity week saw the crossings painted in rainbow colours as one of a range of initiatives promoting our commitment to inclusivity.

The arts continued to thrive. A small-scale but magnificent production of 'Puffs' met with acclaim from the community. Visual Arts highlights included welcoming parents back to the Pat Bourke Gallery for the opening of the Arts and Technology Exhibition which showcased VCE work, as well as the many other exhibitions of student work in the gallery over the year. Another highlight was the completion of a large scale graffiti art mural at Westcourt by Year 9 student Kia D'Orsa.

Music highlights included the performance at the start of the Tour de Cure televised on 'Sunrise', the ACCent on Music concert at Hamer Hall, the Geelong regional combined bands day at SJC and the Westcourt bands at the Geelong Show. Perhaps the most significant event was our band performing the world premiere of a commissioned work by Jodie Blackshaw entitled; 'The Little Bush Buddha'.

Our primary sporting and cultural involvement continued through the Associated Catholic Colleges. Undoubtedly the sporting highlight of the year was our victory in the athletics carnival. St Joseph's has been competing in the ACC for 40 years and for the first time this year our team was presented with the Old Collegian's Shield as athletics champions. The icing on the cake was a new record by Massimo Pantano in the U/16 Hurdles. 2nd place in the Cross country and 3rd in the Swimming rounded out successful carnivals.

We were also champions in both open and junior golf. Our Year 9 students had an incredible year in the ACC with both A and B football teams premiers in Division 1 and 3 respectively, the soccer team were also premiers, as were the cricket team.

On the other ACC pursuits I was particularly delighted when our junior public speaking team triumphed. We also competed strongly for the first time in the ACER Australian esports league and were champions for the sixth year running in the Victorian schools surfing competition.

On the community front, our annual Mother's Day and Father's Day breakfasts were back this year. Many prospective families had the opportunity for tours of the College led by current students who, as always, were wonderful ambassadors for the College. The annual fashion dinner conducted by the Parents and Friends was once again a wonderful occasion.

Our ongoing relationship with Sacred Heart College continued with over 100 students taking 'cross campus' classes. We prize our relationship with Sacred Heart and are grateful for all that it brings to the culture of our College.

We are blessed to have outstanding groups of generous people within the community who support the College. These include the College Foundation, the Old Collegians Association, the Parents and Friends, the Men's Association and the Josephines, all of which are coordinated through our Community and Development office.

Each of these groups provides moral, in-kind and financial support for the College. This year there has been a particular focus on the funding of bursaries to support the enrolment of students from families who would not otherwise be able to afford a St Joseph's education. We have received significant support to this end from Deakin University and from old collegian David Collard and his company Scale Facilitation who have also provided significant support for the development of programs encouraging entrepreneurship in our students including those in our Year 9 'Millionaire 101' subject.

During the year we were saddened at the death of a number of significant contributors to the College including Br Russell Peters and Old Collegians Des Podbury, Leo Russell, John Bohan and inaugural and 25 year-member of the College Foundation, Kevin Costa.

The graduating class of 2022 ended their time at Joey's on a high note with graduation and valedictory events. Maybe it was a case of strength through adversity but they were a particularly strong year level in many senses and outstanding in the way they approached their graduation events. The group had strong leadership from their elected leaders with outstanding leadership and advocacy from Deputy Captains Seamus Ryan, Arden Cunneen and College Captain Patrick Fitzgerald.

I would like to reiterate my congratulations to our graduating VCAL and VCE students and also acknowledge those students who finished their time at St Joseph's prior to the end of Year 12 transitioning to the workforce and apprenticeships.

We were delighted to receive some outstanding individual results that will help our students fast-track to the next stage of their education or career. We are immensely proud of all who persevered and completed their VCE and VCAL after what has been a resilience building last few years.

30.9% received an ATAR greater than 80 and an average ATAR of 69.3. Congratulations to College Dux Lochlann Dess who achieved a study score of 98.8. Jesse Conroy (Year 11 and Deputy Captain for 2023) who received a score of 50 for music, and Seamus Ryan (Deputy Captain 2022) who received a 49 in English. Alexander Lee, Arden Cuneen, Seamus Ryan, Oliver Telfer, Jack Cambridge, Angus McColl, Maxwell Anderson, Patrick Fitzgerald and Oscar Egan all received ATARS above 90. An outstanding achievement.

Angus Cranny was our VCAL High Achiever for 2022 and we had two students achieve their Baccalaureate - Sascha Wheelwright and Alessandro Pino.

Of course learning remains the primary focus of the College at all year levels with an ongoing commitment to student growth and excellence in academic performance. Highlights of the year included a review of the Mt Sion subject allocation and curriculum to provide greater time per VCE subject to be implemented in 2023, collaboration with Sacred Heart to review how time is best utilised in school and trial alternative modes of delivery by 2024, the review and restructure of the curriculum at Year 9 with a renewed emphasis on Westcourt projects, and a revitalised range of literacy programs.

Additionally, some changes to the operation of our library saw more students engaged in learning including through independent study, creative technology, boardgames and thematic learning experiences.

Any school is only as good as its staff and St Joseph's continues to be blessed with committed high performing staff who make the students their priority. During and at the end of the year we farewelled a number of our team.

The College is blessed with a highly skilled, committed and generous Advisory Council. At the start of the year we welcomed new members Andrew Penton and Tim Bradley. Along with members of the building and finance committee and the newly formed governance and risk committee these people provide an outstanding service to the College. I would like to acknowledge the leadership of Advisory Council chair Shona Eland, executive members Prof Chris Hickey and Paul Clohesy along with building and finance chair Andrea Kelly and governance and risk chair Anna Sullivan.

The successful operation of a school with over 1800 students requires incredible commitment from teachers and support staff. I would like to record my gratitude to each and every staff member for their commitment to our students. In particular I thank all those who accepted positions of leadership with the obligations, challenges and joys that these roles entail.

I especially thank and acknowledge those with whom I work most closely - Deputy Principals Mark Kennedy and Lisa Pope and members of the senior leadership team; Director/s of Identity Mary Malone, Business Manager Andrew Dowd, Director of Staff and Organisation John Mitchell. I would like to also acknowledge the support of my PAs Adele Watt (Terms 1-3 and Sheree Shuttleworth Term 4).

As each group of Year 7 commences at the College I ask them who is the most important person in the school. Invariably they say “you”, I correct them and let them know that the most important person in the school is each of them.

I am grateful every day for the privilege of working with each of our over 1800 fine young men.

Ad Alta Virtute

Tony Paatsch, Principal

School Advisory Council Report

As Chair of the College Advisory Council I am proud to acknowledge another year of excellence at St Joseph's with exceptional well-being and learning outcomes achieved by our students. I would like to recognise the outstanding work and commitment of our staff whose focus is always on what is in the best interests of the students.

I also note and applaud the outstanding cooperation between families and staff. This cooperation was particularly significant given the return to a full year of face-to-face schooling after two years of truncated attendance and a mixture of remote and face-to-face learning.

Early in the year the Council met with senior student leaders. They are an enormously impressive group of young men deeply committed to personal excellence and driving improved outcomes across the College.

Through the year the College has continued to have significant focus on initiatives that have been led by the students. These initiatives have clearly demonstrated the outstanding capacity of our students.

The achievements of the School Advisory Council this year included the formal ratification of a new strategic plan, the formation and commencement of an additional committee of the Council focused on Governance and Risk and significant engagement with our governing body EREA as they continue to work towards an updated governance structure for all Australian Edmund Rice Schools.

The Council also continued to provide stewardship of the financial resources of the College endeavouring to find a balance between our commitment to affordability and our obligation to oversee the provision of high-quality programs and facilities.

There were no significant new building projects during 2022 with the College finance and planning committee continuing to plan towards an extensive redevelopment of the College arts precinct. This development is slated for 2023/2024.

I would like to acknowledge the leadership of Anna Sullivan as Chair of the governance and risk committee, Andrea Kelly as Chair of the building and finance committee and Chris Hickey and Paul Clohesy for their contribution to the Council executive. At our final meeting of the year we farewelled Mark Appleford after four years of dedicated service. I would like to acknowledge Mark's contribution and thank him for his generosity and commitment to the work of our Council.

Once again this year the College support groups including the College Foundation, Old Collegians Association, Parents and Friends Association and the Josephines, provided invaluable support to the work of the College. Most of those involved in these groups are busy people and I thank and acknowledge each contributor for their many hours of voluntary service. The mission of the College is greatly enhanced by your generous commitment.

Thank you to the College's senior leaders: Principal Tony Paatsch, Deputy Principals Lisa Pope and Mark Kennedy and Business Manager Andrew Dowd for their work during 2022.

I would also like to acknowledge the support to the secretarial and organisational support to the College Council of Adele Watt and Sheree Shuttleworth. In addition I pay tribute to all staff who provided leadership in a variety of areas throughout the year and whose contribution assisted to make 2022 such success.

To my colleagues on the St Joseph's College School Advisory Council, Chris Hickey, Paul Clohesy, Barny Lee, Andrea Kelly, Mark Appleford, Anna Sullivan, Tim Bradley and Andrew Penton, thank you for your commitment and stewardship of our St Joseph's College community.

Shona Eland, Deputy Chairperson

Catholic Identity and Mission

Goals & Intended Outcomes

- Provide Spirituality Days & circulation of reflective and educative religious material to promote staff professional and personal formation.
- Develop parameters and promotion of expectations regarding RE Accreditation & EREA formation programs.
- Promote student involvement in Catholic events such as World Youth Day, EREA and local and arch-diocesan events.
- Promote the importance of indigenous culture and spirituality to students and the community.
- Ensure communication with the College community references Gospel passages and teaching.
- Engage families in contextual prayer at the commencement of all College functions.
- Provide opportunities for family members/ families to join liturgies.
- Provide families with information regarding their sons' Religious Education units and liturgical seasons.
- Nurture and encourage spiritual growth by encouraging staff to use prayer, reflections, symbols, sacred stories, rituals to break open the word of God at staff gatherings
- Develop cultural awareness through local and global connected learning experiences eg. Immersions, Edmund Rice Education Beyond Borders.

Achievements

Staff participated in an Identity PD Workshops

1. Explore the significance of 'The Uluru Statement from the Heart' statement.

Practical implications links to our St Joseph's RAP and the new 'The CECV Aboriginal and Torres Strait Islander Education Action Plan'.

1. Sustainability 'Living Laudato Si' Care for our common home. Make your own Terrarium.
2. Service Learning Mac & Joes – Cooking for palliative care families/care givers
3. Encountering the Sacred through Art - an accreditation opportunity to explore how art can be used as a provocation tool to assist in the process of recontextualisation, moving us and our students from exploring perspectives to making meaning and forming new understandings.
4. Working with students of refugee backgrounds in the classroom - The Foundation House Education and Early Years team. Focussing on the key areas of Wellbeing and Teaching and Learning, staff will be able to look at a range of practical frameworks & strategies via a case study.

We attend MACS Geelong RE Network PD meetings and return to implement our goals around recontextualisation and creating a dialogic classroom.

We promoted and applied for MACS sponsorship to attend World Youth Day and we have 2 students and two staff attending the Archdiocese of Melbourne's pilgrimage to World Youth Day in Lisbon 2023.

RAP actions continue to be implemented and this helps to strengthen cultural safety. An example is our St Joseph's College First Nations Student group, Koling Wada-Ngal, heading out onto Country with Uncle Norm Stanley for a day of Cultural learning.

We prayed in hope to lead our community down the path of tenacity, achievement and success as we began the year guided by our faith and gospel values. This idea of striving to be the best version of ourselves and making a positive difference to ourselves and others was the St Joseph College theme for 2022. 'Anything is possible with God, Strive for highest.' (Luke 18:27)

We share in newsletters on college socials event son the liturgical calendar we celebrate socials. Our annual Easter Liturgy was viewed online this year, which focused on the story of the resurrection. The drama class, including Sacred Heart students, presented a moving portrayal of the events that took place after Jesus' resurrection, including his revelations. The Easter Liturgy is always a highlight in our liturgical calendar and we are excited for its return as a whole school event in 2023. Edmund Rice's Feast Day, beginning with a college wide liturgy. The students came to understand Ambrose Treacy's role in establishing St Joseph's College and the wider Christian brother's schools in Australia.

Four new artworks series by local artist Bri Apma Hayes, a proud Arrente woman, were placed on display on the balcony adjoining the Paul Tobias Courtyard. In alignment with our commitment to Pope Francis' Laudato Si goals and our Reconciliation Action Plan (RAP), Bri a former Clonard College student was commissioned by the school to create an artwork series to complement our Indigenous food species garden beds in the Paul Tobias Courtyard.

VALUE ADDED

Return to live masses. This year was a time for new beginnings. This year we were able to create a new platform for ourselves, one that we stand on proudly with resilience and be the change that others see in us. We began the year at our opening Mass very much looking forward to a positive, enthusiastic and vibrant year.

St Joseph's College has a strong profile in Justice and Solidarity within the school, in the local area, with Aboriginal and Torres Strait Islander communities and beyond Australian borders. In line with developing practice in advocacy, students have been excited to be able to and have been encouraged to achieve the following:

Complete Service learning that benefits the marginalised, the Earth or support St Joseph's College events. Once again participate fully in immersions and develop advocacy skills to participate in events and projects. We continued to nurture and encourage our spiritual

growth by encouraging staff and students to: use prayer, reflections, symbols and learn from sacred stories and rituals. To break open the word of God at our liturgical gatherings and connect them to our present-day events and experiences in our lives.

As members of Justice and Solidarity Touchstone student leadership team we wore blue and yellow ribbons in solidarity with the other Geelong Catholic Colleges hosted by St Ignatius. We took part in a 'Student Walkout' via Zoom in support of children in Ukraine who are going without education. We joined in prayer and reflection with Fr Darien Sticklen, Fr Raymond Bugeja and Fr Iurii Tychenok. Compassion is one of our school's core values we uphold to show our support for the people of Ukraine.

We could celebrate our annual Time and Space Father/Mentor and Son Event and Time & Space Mother/Mentor and Son Events.

We responded in solidarity out to help support the Lismore Catholic Education Schools to recover from the devastating floods by participating in a 'Love for Lismore Flood Appeal' donation to participate in a Casual Clothes day today. We expressed how we can be resurrection people by giving hope to others through the Lenten action of giving.

Joseph's students accompanied by two teachers took part in our first college Immersion since 2019. Ranging from years 10 to 11 and with the help of the Red Earth organisation we were given the pristine privilege of not only visiting one of Australia's amazing National parks, Lake Mungo.

A group of Yr 9 students attended an Immersion to Nauiyu Community in Daly River NT.

Early in the year we welcomed our families with an afternoon tea. Staff, students and families enjoyed gathering together, where attendees could share stories, create new connections and meet with the many support networks that St Joseph's offers.

In June we were able to celebrate national Refugee Week which saw a number of events and discussions around refugee advocacy in and out of the classroom. The theme for Refugee Week this year was: HEALING. We had a screening of the movie "Scattered People" in the PAC, where we welcomed our supportive community to raise awareness of those still in offshore detention and funds raised supported refugees via the Geelong Combined Refugee Action Group (GRAG).

Our Renewal Programs commenced again in person in May with the Year 12s heading off to four separate venues for three days of reflection, gratitude and prayer.

The Year 8 Renewals occurred in June and complimented the Religious Education unit about the importance of being an Upstander. The team from Courage to Care were welcomed to St Joseph's to speak to and run workshops about their firsthand experience of the Holocaust and the significant impact upstanders had in ensuring their survival. The students also participated in other sessions throughout the day including a 'respectful relationships' seminar, the importance of interfaith dialogue and the benefits of mindfulness.

After a hiatus of two years, we were able to once again hold the Year 10 Renewals early August. The focus was 'Homelessness in Geelong' which complimented the Year 10 RE unit on social justice. The highlight of the Renewals was allowing the boys to go off-site and take-action in our community. They visited not-for-profit organisations such as Feed Me, The Salvation Army thrift shop and Lazarus community centre, and worked to serve the marginalised around Geelong.

the Year 7 Renewals theme was 'Journeying with Christ'. We centered on our faith and our three core values of compassion, integrity and innovation. After listening to two guest speakers, the Year 7s thought about their own faith journeys and experienced a pilgrimage at the school looking at places of cultural, historical and spiritual significance.

In 2022 we saw our students leave this year with the confidence that 'Anything is possible with God and to strive for the highest.'

Learning and Teaching

Goals & Intended Outcomes

The learning focus for the year was to implement effective teaching and learning practices that focus on improved learning for all students. With this in mind, we embarked on reviewing our curriculum and teaching practices to provide greater flexibility in ensuring our delivery and content met the needs of our students. This resulted in the refinement of our learning framework, by exploring a range of strategies and tools that we identified needed to be further developed across the school. The new learning framework which also encompasses the EREA Learning Statement will be launched in 2023.

During 2022, a major review occurred on the Westcourt Curriculum, with significant changes to occur in 2023. The review highlighted the importance of providing greater structure around our teaching in core subjects, ensuring we are addressing the content and skills of the Victorian curriculum. We also wanted to address changes to our project-based units, to ensure we are targeting the key skills and capabilities our young boys need as they progress towards the final years of schooling. In 2023, we will introduce the Westcourt Project, renewed PBL units, that focus on learning dispositions and competency-based skills, whilst our core subjects will ensure specific domain-based knowledge and skills are further enhanced and supported. A recommendation from staff was also made after analysing our NAPLAN literacy skills data was to restructure the Year 9 subject THINK into core English and Humanities to ensure we are explicitly teaching discipline-based literacy for each subject as well as meeting the key skills and knowledge of the Victorian curriculum for each subject.

The College also formed a working party with Sacred Heart College to review how we utilise time in learning. With both Colleges having the desire to build independent study skills and support anytime and anywhere learning, we are working towards envisaging a learning environment that is conducive to these conditions. As we move towards a more flexible model, in 2023 Mt Sion will move to a fully vertical timetable, which has a greater focus on student readiness, providing greater access to students to accelerate across a range of VCE and VET subjects depending on their level of readiness for a subject. This change also was driven to reduce cognitive load, with a focus on depth not breadth in the curriculum. This team will continue to refine the model in 2023 with the aim for the change in timetable structure to occur in 2024.

In exploring our VCE data and engagement levels of our Mt Sion students, the learning executive recommended reducing the number of subjects in Years 10 and 11 and focusing more on depth than breadth. An apparent apathy was present with a number of students in Year 11 expressing their lack of desire to focus on the full complement of VCE units in their timetable, as one of these subjects could not be carried through into Year 12, as the time allocation did not allow this. The desire also to develop independent study skills enabled us to explore alternative options for our students, which identified the possibility for students who accelerated their pathway to apply to opt out of PE Practical in Year 11 to have a supervised study in its place. These recommendations will be implemented in 2023, after significant planning in 2022. The Introduction of the VCE Vocational Major and modifications to the applied learning pathway will also occur in 2023, and thus planning and preparation in 2022 resulted in several staff receiving specific training to enable a smooth transition to deliver these units.

Finally, to improve monitoring of individual student performance and growth, the College continued to work with Intellischool to develop easy access and tracking of students' results in

our learning management system. This data compiled NAPLAN, PAT testing, Allwell testing and teacher judgment track student performance. Staff professional development focused on how to analyse student data, as well as key areas to focus when teaching specific skills by spotlighting gaps in learning within a class cohort to support student learning.

Achievements

In 2022, 212 students completed their VCE, with 178 receiving an ATAR, 6 students received the VCE Baccalaureate and a further 34 received their VCE without a score. In the applied learning pathway, 30 students completed VCAL, with 22 students receiving Senior VCAL, 7 receiving Intermediate and 1 with Foundation. Our VCE Dux scored an ATAR of 98.8 with ten students receiving ATAR's above 90. Our Median study score was 31, which has not changed over the past few years, however our mean was slightly lower than 2021. Approximately 31% of our students received ATAR's over 80, and we had a perfect score of 50 in VET Music as well as a notable 49 in English. The average ATAR was 69.3.

We successfully implemented changes in the curriculum and timetable across Waterford, with the introduction of extra Mathematics lessons in Year 8, as well as moving back to a weekly timetable instead of fortnightly to provide consistency and a smoother transition into secondary schooling. With the infill of the K Block, our Year 7 students were housed together in the same building, and our STEM 10 students fully utilized their purpose-built classroom for the first time since the subject's introduction.

The gradual introduction of excursions to support the curriculum was also a welcome return after COVID, with many students being able to apply their learning once again in context to environments outside of the classroom. An increase in VET in school enrolments placed pressure on our timetable, having to find alternative options of where or when students could take part in vocational learning. However, the engagement in these courses and the number of our students entering the workforce support the importance of these programs in setting up our students for life beyond school.

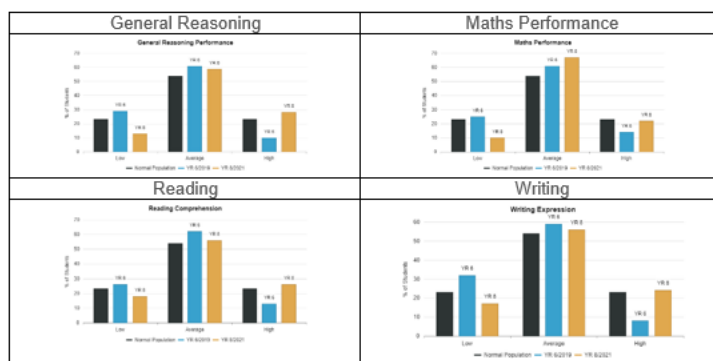
Drama and Music departments were able to run performances, the Visual Arts could showcase their work, and sporting programs were back, enabling us to fully engage students once again successful in their learning and share this with our community. We introduced a successful careers program at Westcourt before subject selections and our Mt Sion Information Night, packed the College as parents came on-site seeking information on how to support their child's pathways. A focus on safely re-engaging our parents and students in college events after these being placed on hold for two years was a priority.

Whilst we were not able to analyse Year 7 to 9 growth with NAPLAN data, we were able to access growth through our academic assessment testing program. This data showed some pleasing results for particular year levels and across different areas of reporting. The Year 8 2022 testing data showed a significant shift in students who are now at the High level for General Reasoning, Maths Performance Reading, and Writing. In most cases, we saw double

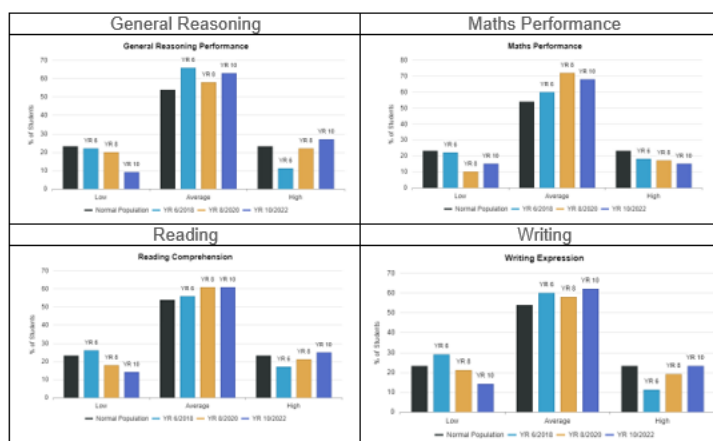
the number of students who fell in the “high category” and a significant drop in students who were now in the “low category” across all subject areas.

Our Year 10 data, which tracked our students from Grade 6 (2018), Year 8 (2020) and Year 10 (2022), also shows growth in General reasoning, Reading, and Writing, but highlighted students' Maths Performance stagnated from Year 8, however, the number of students in the low category had declined overall.

Year 8 Academic Assessment Longitudinal Data 2020 - 2022



Year 10 Academic Assessment Longitudinal Data 2018-2022



STUDENT LEARNING OUTCOMES

NAPLAN went ahead online, but due to illness prevalent across the Year 7 and 9 cohorts, the completion rate was lower than in previous years. This was reflective of the state, and the results released to schools were delayed due to low participation rates.

The 2022 NAPLAN data indicated our boys when compared to other boys in the state at Year 7 were slightly below the state median for reading, writing and numeracy but have significantly lower medians for spelling and grammar. This was a similar trend in results in Year 9. However, when comparing the State Median for Numeracy at Year 9 for all students we were equal to the State median of 587. However, what was great to see was an increase in the number of our boys in the top 2 bands for both reading and numeracy. Out Year 7 students in 2021, had slightly higher NAPLAN data where our writing median was equal to the State and our Numeracy data was well above. It is evident the students enrolled at St

Joseph's College in 2022, had greater learning deficits than previous cohorts and targeting the tutor funding as well as identifying students for specific intervention will be required.

Whole staff professional development for literacy was challenging to implement during 2021 and 2022 due to COVID, a small team of staff worked with MACS on their literacy project. In 2023 we will continue to roll out professional development in Literacy for Learning, as well as offer intervention programs for students including NIXOR English and Mathematics for students who are presenting with significant learning challenges as well as Literacy Intervention for students who need greater literacy support to compliment school programs and in particular support core subjects. COVID funded tutors were also implemented across English and Mathematics programs to support students who had identified as requiring greater support in their learning.

St Joseph's College has over 25% of its students receiving NCCD funding to support their learning. This is also evident in the standardised testing data we implement across Years 7 to 10, and, supported by the academic assessment results we see in our Grade 6 testing. In 2022 our Year 7 cohort had greater than 30% of our students in stanine 1- 3 for general reasoning and writing, whilst less than 10% of our cohort tested in the top 25% of stanine 7 – 9 for any specific learning area. The College continues to offer withdrawal programs from Languages at Year 8 to support students who require short term Literacy for Learning intervention, and students who show significant learning deficits in English or Mathematics are invited to NIXOR English or Math classes which focuses on intervention strategies and small class sizes to provide a greater level of learning support.

The significant growth of the number of students in Year 9 in the top 2% of the state for NAPLAN Numeracy was also an area of celebration, which has been supported by offering opportunities for extension maths for Year 8 students who were identified as working well above the Maths standards. A number of these students were then placed in extension Mathematics class in Year Nine, this strategy will continue into 2023. Similarly, students who have excelled in either Year 9 English or Mathematics are invited to study, Year 10 Maths Methods, Literature or VCE General Mathematics Unit 3-4 or VCE Text and Traditions Unit 3-4 the following year. Students who have a particular interest in Science and Mathematics can also apply to be part of STEM 10 program.

Online PAT adaptive testing, as well as the Academic Assessment Testing will continue to be implemented across 7 – 10, to triangulate data collected on students, and this data will be made more readily accessible to staff through the Intellischool data analysis program running within our learning management system. This program will also help teachers to identify insights into their classroom data to target specific learning challenges of students within their classroom. Being able to adapt teaching to respond to these needs, will help to provide greater support to our students.

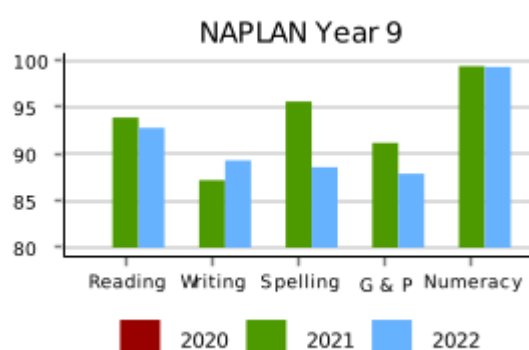
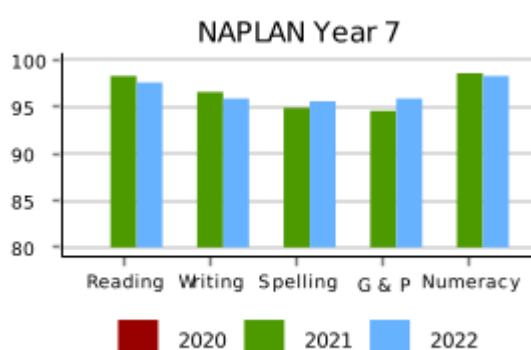
MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	549.9
Year 9 Numeracy	587.4
Year 9 Reading	577.8
Year 9 Spelling	573.6
Year 9 Writing	560.2

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021	2022	2021 – 2022
	%		Changes	%	Changes
	*		*		
YR 07 Grammar & Punctuation	-	94.6	-	95.9	1.3
YR 07 Numeracy	-	98.6	-	98.3	-0.3
YR 07 Reading	-	98.3	-	97.6	-0.7
YR 07 Spelling	-	94.9	-	95.6	0.7
YR 07 Writing	-	96.6	-	95.9	-0.7
YR 09 Grammar & Punctuation	-	91.2	-	87.9	-3.3
YR 09 Numeracy	-	99.4	-	99.3	-0.1
YR 09 Reading	-	93.9	-	92.8	-1.1
YR 09 Spelling	-	95.6	-	88.6	-7.0
YR 09 Writing	-	87.2	-	89.3	2.1

* 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.



Student Wellbeing

Goals & Intended Outcomes

- Investigate opportunities to improve student wellbeing.
- Review current student management processes to provide opportunities for targeted staff professional learning on classroom behaviour management.
- Ensure commitment to Student wellbeing
- Develop further understanding and acceptance of mental health/illness amongst students and staff through professional learning and shared experience.
- Encourage the St Joseph's community to welcome and celebrate difference and diversity in aspects including gender, race and sexuality.
- 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.

Achievements

A return to our classrooms in 2022 has allowed us to engage with each other and within the broader community in ways that have reminded us of the importance of social and physical engagement. Taking up where we left off with classroom discussions, visiting places and having visitors to our campuses, and re-engaging in community service initiatives reminds us of what we need to give of ourselves to fully 'be' a part of our local community. Our wellbeing, faith formation and teaching and learning programs are all designed to engage and connect our students to be in touch with who they are whilst challenging them to look through the lens of others in our community and society.

This promotion of inclusivity and diversity was evident this year in our strong participation in National Reconciliation Week themed "More than a Word" which challenged us all to be braver and to take more action towards reconciliation and to listen and to understand. The National Refugee Week "Unity – The Way forward" again promoted the power of listening and sharing in other cultures of our peers. The Diversity Week celebration that we started in 2021 was again taken up this year, with the rainbow crossings finding a clearer sense of 'belonging' in our SJC landscape as a part of what we stand for and support. We had a group of staff and students attend a performance of Become the One as a result of our work in the Geelong Rainbow Alliance group. We conducted a staff workshop that addressed gender and sexuality, and answered questions that are important considerations around the language we use and attitudinal shifts. Our students were provided with teachings on 'Language matters,' a focus on respect for difference being at the centre of all discussions around our behaviours and what we say to each other. We also had a group of staff and students attend the Give Where You Live luncheon where Grace Tame was the guest speaker: in the words of a student who attended, 'the main message was to take action... as young men, we have a responsibility to support sexual assault survivors.'

We introduced many wellbeing initiatives into our wellbeing program in 2022 which we feel will have a positive impact on our students. We have continued on with The Resilience Project program and practices in our Waterford campus, and our engagement with Life Changer – programs that invite young people to look inwards at the personal strengths they can rely upon and share with others, and empathetic approaches that allow those around them to feel

validated. We saw the need to address young people's engagement with social media – perhaps not surprising when it had offered them such a lifeline in lockdown times – through engagement with the Wellio program, and through discussions with our senior students around safe and respectful ways to engage online with others. Our parents were invited to partake in a host of workshops late in Term 1 that showcased the programs we were using with our young people in the classroom, and further workshops that addressed concerns parents can have about online activity, healthy sexuality and resilient practices.

We were proud to initiate the inaugural community International Women's Day event 'The Respect Cup'. This event supported our commitment to promoting Respectful Relationships in our school and wider community. The 'Respect Cup' saw the 1st XVIII of St Joseph's play the 1st XVIII of St Patrick's Ballarat in a male football game acting as a curtain raiser to the female senior match of Sacred Heart Geelong playing Loreto College. This was hosted in Ballarat for the first time this year and will be hosted again at GMHBA stadium in 2023. This is a tradition that will continue for many years to come.

Our Year 7s were lucky enough to all have a camp experience in Term 1 and all students appreciated competing in our Athletics and Swimming carnivals. Edmund Rice Day is always a favourite for our students and this year did not disappoint with many fun and exciting activities to keep everyone up beat. Our Year 12s all experienced the Year 12 renewals and got to stay away for two nights in tranquil locations whilst reflecting on their journey thus far. There were many experiences that the students missed out on due to Covid lock downs but we are very proud of their attitudes and efforts during these periods of the year. It has been great to finish the year as one at school and we all strongly believe that the wellbeing of our students, staff and families will strengthen with more opportunities to be with one another in the near future.

To underpin the important notions of security and safety in the minds of all of the young people in our care we re-launched our new PROTECT posters in National Child Protection Week. The theme for this year's National Child Protection Week was 'Every child, in every community, needs a fair go,' and we provided teachings, reminding young people that we will always continue to consider what works to keep them safe and supported... what they are telling us... what families are telling us... what the evidence is telling us... and how to translate this knowledge into action. In our parent communications, we encouraged families to partake in the 7-day Online Safety Challenge, recognising parents as an important part of the wraparound care that we provide to every child.

2022 has again highlighted the fact learning and wellbeing are inextricably linked - students learn best when their wellbeing is optimised and they develop a strong sense of wellbeing when they experience success in learning. 2022 has also highlighted the importance of partnership between the home, school and student and our SJC families should be congratulated for the support they have shown throughout the year.

VALUE ADDED

Supporting Student wellbeing and understanding of Mental Health

- We implemented the Resilience Project to the Year 7 and 8 Wellbeing program.
- Year 7 & 8 Skodel Check in Tool. As part of our ongoing commitment to student wellbeing, we decided to adopt Skodel Check-In for our Year 7s. Skodel Check-In offers us a simple and engaging way to check in with students on a regular basis. By

giving students an opportunity to share stories of gratitude, share their vulnerabilities or simply share a story with us we aim to achieve the following:

1. **Build Stronger Relationships:** By driving more meaningful conversations in our school community, we are able to build stronger relationships with students, families and our college's values and culture.
 2. **Identify Students That Need Support:** It can be hard for students going through a challenging time to speak out. Our aim is to give students a medium they feel comfortable opening up on so we can best support them.
 3. **Encourage Self-Expression:** We want to give students a voice and encourage them to use it.
- We secured a partnership with the LifeChanger Foundation, a non for profit organisation who will come in and work with all our Year 8 students in Term 2 and 3. We trained over 50 mentors from our senior school who all mentored Year 8s in these sessions.
 - We Implemented The Men's Project Healthy Identities unit at Year 9.
 - We re-launched our new PROTECT posters in National Child Protection Week. The theme of that week was 'Every child in every community needs a fair go.' A graphic designer worked with three of our students Callum Wiggett (Year 8), Ethan Whitcher (Year 9) and Jaylen Wineiki (Year 11) who are members of our child safety team and we feel this strengthens our child safety culture by ensuring our students know the staff are there to listen and support them.
 - Our TOBI (Think Original Be Individual) group, led by key wellbeing staff and student leaders hosted students and staff from Clonard, Sacred Heart and Geelong College after school for a 'meet and greet' afternoon tea, in recognition of IDOHOBIT day. The idea was initially put forward by 2 Geelong College staff members to combine forces under the banner of the Diversity/Rainbow Alliance group. SJC furthered the idea by suggesting a get together while we had interest going from our TOBI discussions. In 2022 we had a bus load of students attend the performance of 'Become the One' with the other alliance schools, but the date has already been set in 2023 to take up where we left off.
 - The SJC Toilet Rejuvenation Project continued in 2022 with our library adopting similar art work in the reading space to inspire our students. We also transformed a disabled toilet into an All gender, All ability toilet. This was to be more inclusive of our SHC students who attend our campus.
 - Our Year 9s made a healthy partnership with Barwon Health which involved the Year 9 students completing a unit of work of men's mental health and contributing to the #shakaupformental health campaign.
 - **Are You Ok Day** – We had strong student voice into how we approached this day, especially with the suicides taking place in our community. We promoted Doing 8 for a Mate physical challenge. Our online profiles displayed the banner 'Are You Ok?'. We also painted our crossings yellow with the words Are You Ok as a reminder when our students returned to school from lock down. We had teachers and students carrying yellow flags and completing laps in solidarity around Zampatti oval, where our College Clinicians provided information flyers, yellow treats, and yellow iced

donuts in the hope that students ask 'but why?' of the importance of asking 'RUOK?' and extending that response to open up a conversation.

- We again celebrated our SJC Diversity week at our Inclusive Community Assembly. Our student leaders who represent the EREA Touchstones of Gospel Spirituality, Inclusive Community, Justice and Solidarity and Liberating Education have been busy designing a week that explores all forms of diversity that compliments the themes of Reconciliation, NAIDOC and Refugee week. The students want there to be a focus and celebration in the following areas of diversity. The diversity of our Age, the diversity of our Abilities, the diversity of our Sexuality and Gender, the diversity of our Cultures and the diversity of Who We Are.
- Our Year 9s all participated into the Drug Education Australia Unit. Parents and carers were also treated to a seminar from Sharon Torpey who is the lead person in Drug Ed Australia.
- We addressed VAPING by explicitly speaking to our students about the health and legal concerns and how it goes against our strict drug and alcohol policy. We have adjusted our health units to incorporate Vapes which will ensure our younger students are well aware of the health risks. We have inserted sensors into all toilets which have had a positive impact and has quelled the vape use in toilets at our school.
- Richie Hardcore, working in violence prevention, masculinities, mental health and wellness was engaged by the College to speak to the Year 10-12 students about Consent and Respect, and we then became series produced by SBS 'Asking For It' which will be aired in 2023 showing Richie Hardcore as a positive influencer speaking with our students.

SUPPORTING STAFF PROFESSIONAL LEARNING

- We provided the following wellbeing workshops for our staff.
 - Restorative responses to wrongdoing - a nuanced approach. Presenter: Kristie Elliot. Director of Restorative Pathways
 - Trauma Informed Practice - Presenter: Yvonne Woods - Deputy Principal, MacKillop Education Geelong
 - Lifechanger Teacher Information - Presenter: The Lifechanger team.
 - Diversity, Gender and Sexuality - Presenters: Samara Wall and Charlie Purdy
 - The Men's Project – Healthy Identities - Presenter: Drew Hanger. Senior Educator and Coordinator at Jesuit Social Services.
 - Identifying and Responding to a Disclosure - SJC Child Safety Officers. Kerry Drever, Sean Trevaskis, Natasha Scanlon and Lachie Doak
- headspace mental health education sessions – We arranged two community sessions to help staff, students and families strengthen their understanding of mental health, and the warning signs for suicide and self-harm. These sessions were to strengthen

understanding of grief and loss, and some practical strategies to help the young person.

- Mental Health First Aid - St Joseph's received financial backing from the Old Collegians and Parents and Friends which allowed us to train 12 staff as Private Instructors in Youth Mental Health First Aid. This will allow us now to internally offer all Year 9 students the basic Teen Mental Health First Aid course each year improving our overall mental health awareness and understanding from our students.
- We offered MHFA training to 35 other staff members which sees us edging towards having 25% of our overall staff trained in Mental Health First Aid which is a statistic I would like to see continually grow into the future.

COMMITMENT TO STAFF WELLBEING

Staff Wellbeing Reps have been appointed. They have each been trained in Accidental Counsellor Practices.

- Staff Wellbeing activities put on throughout the year. Yoga, Aromatherapy, Chess, Cooking, Art, Book club, Badminton, Circuit training etc.
- Child safety can also cause anxiety for staff so SJC have recently established a Child Safety committee to ensure there is a healthy culture of child safety at St Joseph's College.
- The Care Group at St Joseph's is a group of willing parents and friends who provide meals for those in our community who have fallen on hard times, especially our staff.
- Like many schools, SJC invites staff to contribute to a Social Club which provides milk, biscuits, gifts and functions for the staff. Friday night gathering where drinks and nibbles are available.
- Making staff aware of the BeYou modules that staff can access and complete. Deputy Principal Student and Staff Wellbeing communicates weekly staff wellbeing resources and links in the Monday Bulletin.
- Fitness Classes are held each Tuesday night with an instructor taking willing staff through an hour session. Not only does this build comradery between staff it is good for their mental and physical health.
- Principals Luncheon held online after parent teacher interviews. This provided all staff an opportunity to socialise and celebrate achievements and milestones of staff. This function is free for social club members and is a compulsory event.
- End of Year/Christmas Lunch held at the end of each year for both social club and non social club members and is a compulsory event giving staff the opportunity to network, wind down and reflect on the year with fellow colleagues.

STUDENT SATISFACTION

2022 MACSIS DATA - We feel the data we collected through the School Improvement Surveys provided us with an opportunity to explore and expand our Wellbeing program in

2022. There has been growth or significant growth in all areas of student safety and student voice according to the data.

E1146 St Joseph's College All Campuses Secondary

2022 Domain Level Snapshot - Student

1st Level Comparison

		MACS average	2021	2022	Male	Female	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
DOMAIN	DOMAIN DEFINITION	Base (n=)	39 854	1 101	1 208	1 208	-	-	-	-	222	233	249	195	172
OVERALL	Overall school positive endorsement %	45%	49%	44%	44%	-	-	-	-	51%	47%	41%	35%	43%	4%
1. Rigorous expectations	How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance.	56%	63%	55%	55%	-	- **	- **	- **	63%	61%	55%	45%	51%	56%
2. School engagement	How attentive and invested students are in school.	29%	30%	27%	27%	-	- **	- **	- **	33%	29%	27%	21%	26%	28%
3. School climate	Perceptions of the social and learning climate of the school.	47%	52%	44%	44%	-	- **	- **	- **	54%	46%	40%	35%	44%	48%
4. Teacher-student relationships	The strength of the social connection between teachers and students, within and beyond the school.	43%	53%	48%	48%	-	- **	- **	- **	53%	51%	45%	38%	44%	55%
5. School belonging	How much students feel they are valued members of the community.	50%	54%	49%	49%	-	- **	- **	- **	60%	52%	46%	38%	46%	51%
6. Learning disposition	Students' mindset about themselves as learners.	49%	52%	49%	49%	-	- **	- **	- **	57%	53%	48%	40%	47%	44%
7. Student safety	Perceptions of student physical and psychological safety while at school.	53%	56%	50%	50%	-	- **	- **	- **	58%	53%	42%	45%	53%	50%
8. Enabling safety	Student perceptions of access to and quality of staff support in order to feel connected, safe and respected while at school.	48%	53%	49%	49%	-	- **	- **	- **	52%	53%	48%	42%	47%	55%
9. Student voice	The extent to which students feel they have opportunities to have an impact on their school.	40%	42%	38%	38%	-	- **	- **	- **	47%	42%	37%	27%	34%	36%
10. Catholic identity	Student perceptions about the Catholic identity of the school.	36%	31%	27%	27%	-	- **	- **	- **	36%	28%	21%	20%	30%	24%

STUDENT ATTENDANCE

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 concerns, a parent interview is requested. On a once per term basis, attendance letters reporting student attendance below 90%, 80% & 70% are sent to parents and carers, informing them of low student attendance. Newsletter articles published on the importance of attending school everyday and the signs of school refusal to promote positive attendance and support those with low attendance. If there are health issues or ongoing concerns, this is discussed in the Student Welfare Action Group meetings and actions initiated with relevant organisations and/or professional support. If there are serious issues, the CEO is contacted for further direction.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	80.1%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	86.6%
Y08	84.4%
Y09	85.2%
Y10	85.1%
Overall average attendance	85.3%

SENIOR SECONDARY OUTCOMES

VCE Median Score	30.0
VCE Completion Rate	99.0%
VCAL Completion Rate	96.0%

Child Safe Standards

Goals & Intended Outcomes

A big part of the Child Safeguarding goals in 2022 was to

- Have all staff complete Mandatory Protection training module.
- Strengthen the Child Safeguarding team and purpose.
- Implement the MO 1359 effectively in our school by July 1 by policy and practice.
- Incorporate Child Safeguarding in all aspects of our new College Strategic Plan.

Achievements

SJC CHILD SAFEGUARDING COMMITTEE - The 2022 committee consisted of the following St Joseph College community members and all meetings are chaired by the Deputy Principal - Wellbeing. Meetings are held at least once per term. The purpose of the Child Safeguarding Committee is to ensure there is a healthy culture of child safety at St Joseph's College. The committee spend time reviewing and deliberating the seven Victorian Child Safe Standards which aim to improve the way the College provides services to children that prevent and respond to child abuse.

Deputy Principal - Wellbeing – Mark Kennedy

Head of Student Services – Kerry Drever

Waterford Teacher/Child Safety Officer – Lachy Doak

Westcourt Teacher/Child Safety Officer – Sean Trevaskis

Mt Sion Teacher/Child Safety Officer – Natasha Scanlon

College Psychologist – Joanne Chappell

Human Resource Manager – Rolf Audrins

Head of Administration – Bernie Carthew

Head of IT – Paul Robertson

Parent Rep – Lisa McDine

Indigenous Liaison – Sue Collins

Student Rep – Waterford

Student Rep – Westcourt

Student Rep – Mt Sion

MO1359 IMPLEMENTATION - St Joseph's met all the requirements that were set out by EREA in regards to being policy ready for the MO1359 which came into effect on July 1. We are following an implementation plan that was developed to assist Edmund Rice Education Australia (EREA) schools in Victoria to identify and action what they need to do in 2022 to address the new Victorian Child Safe Standards and Ministerial Order No. 1359 (MO 1359), Implementing the Child Safe Standards – Managing the risk of child abuse in schools and

school boarding premises. MO 1359 provides a framework for how schools can action the 11 new Victorian Child Safe Standards, which we implemented on 01 July 2022.

Our Child Safeguarding team met regularly to prepare a report on our status with the MO1359 Implementation Plan. The EREA Board requesting that all Victorian Colleges submit a detailed report listing actions against each of the 11 standards with supportive evidence. EREA have provided a template on the Assurance platform for us to populate which we did effectively.

CHILD SAFETY RISK REGISTER - Likewise, to the Implementation Plan, the EREA Board requested to see evidence that all Victorian Colleges have implemented the most recent Risk Register again templated through the Assurance platform. The Risk Register incorporates 19 overall Risks and we have spent much time discussing the proposed templated risks against each standard determining what is required to Control or Treat each risk.

POLICY CONNECT - We adopted a new platform called PolicyConnect which contains a suite of policies and procedures that we have and will continue to contextualise for our environment. All staff were provided with a demo and some information regarding policy connect and its function on the first day of Term 3. We now need to continue to build on our existing child safety policies and practices to address the 11 standards. This will include contextualising revised and new policies and processes, and providing training for all employees, volunteers, and contractors.

All EREA schools are required to use the provided policies on PolicyConnect, contextualised to their school community where possible. The Child Safety Committee continues to engage with students and members of the community to develop school-based processes for child safety and wellbeing, including children and young person friendly versions of policies and procedures.

EREA CHILD SAFEGUARDING CONFERENCE – The DP Wellbeing and Child Safety Officer attended the conference – “Every Child Counts: The Social Dilemma” on August 1 and 2 in Melbourne. Over 100 delegates from the EREA schools attended. We heard from..

- Auntie Evelyn Parkin – Aboriginal Theologian to open the conference and to provide context of the aboriginal perspective to child safety. This provided a strong link to standard 1.
- We also heard from Robert Fitzgerald (Commissioner, Royal Commission into Institutional Responses to Child Sexual Abuse) Reflections from the Royal Commission on the Impact of Social Media and the recommendations of Principle 8 – National Principles for Child Safe Organisations.
- Kate Richardson (Legal Operations Manager and Senior Solicitor) - Youth Law Australia.
- Dr Lucimey Lima Perez (Therapeutic Specialist & Educator – Catholic Care Tasmania): The New Drug: of Pornography Addiction.
- Yasmin London (Executive Director Y-Safe) Safety in the online world and the challenges with apps.

TOM ISBESTER VISIT – EREA Manager of Safeguarding and Standards - We had Tom visit SJC for the day on the 31/08 to become familiar with the SJC setting and child safety personnel and practices. It was timely to have Tom sit in on a Child Safety Executive meeting which consists of DP Wellbeing, Head of Student Services, Risk and Compliance, H/R and Child Safety Officer. Tom also attended our broader Child Safeguarding Committee meeting which was held after school. This committee consists of teacher, non-teacher, student and parent representatives. At this meeting our Mandatory Reporting flow chart was discussed as was our initiatives in Child Protection week. Our subschool child safety officers reported back to the group and our students gave perspectives about how we can keep students safe online.

EREA CHILD SAFEGUARDING PRESENTATION TO ALL STAFF - On our Gat day 7/10 we had Jo Hart, Tom Isbester and Ray Paxton present to us as a whole staff. This was part of EREA's commitment to overseeing all schools have an understanding of the role of EREA as a governing body, ensuring all schools are incident read, responsive and accountable whilst building a child-safe culture. The two-hour session consisted of the following topics and was well received from our staff.

- Intro Child Safeguarding Framework (TBC)
- Child Safeguarding Safety and Wellbeing Policy
- Child Safety Code of Conduct Policy and Procedure
- Student Participation & Empowerment Policy & Procedures
- Family & Community Involvement in Child Safeguarding Policy & Procedures
- Aboriginal & Torres Strait Island Policy & Procedures (Child Safeguarding)

WELLBEING 'SAFEGUARDING' PROGRAM - Our Wellbeing program benefited enormously this year by being back on campus, opening up the opportunity to have courses running and open discussions in the classroom around more complex issues that impact our young people: respect, consent, appropriate social interactions and safe social media practices.

- Waterford students utilized Victoria Police and Wellio's digital program to educate and enhance their digital footprint. Our Year 7 students completed their digital licenses with the Alannah and Madeline Foundation to ensure that the younger students had clear understanding around appropriate and legal online activity. All Year 8s benefited from six sessions with the Lifechanger Foundation all designed to help our students find their inner hero and develop a positive sense of self.
- Westcourt students engaged with the Jesuit Social Services and were encouraged to examine the implications of gendered assumptions around masculinities, femininities and sexualities for themselves, others and in intimate relationships. In second semester they covered a drug and alcohol awareness program, and continued to focus on sound study skills as they move into the senior years.

- Mt Sion students were able to work through units taken from the Victorian Government Respectful Relationships program, and we engaged Richie Hardcore to speak to both students and parents regarding Respect and Consent. We also ran the digital 'Behind the Scenes of Respectful Intimate Relationships' program, hosted by Catherine Manning and Glenn Manton. This is a challenging focus, and it was beneficial to our students to be able to have such programs delivered in a face-to-face forum, after the two years prior where we had to focus on materials that were more conducive to the online learning model we had to endure through lockdown phases.

All students at St Joseph's College have access to a Career Action Plan (CAP). Students start their CAP in Year 7 and are provided time in their Wellbeing program to continuously update this live document as they progress through school and beyond. Parents and caregivers can also be provided with access to monitor their young person's progress.

SJC CHILD PROTECTION/E-SAFETY WEEK - The theme this year was 'Every child, in every community, needs a fair go'. We shared the following short video and pledge with our students, created by the Child Safety Officers at St Joseph's, reminding students of their individual rights, and providing personnel and links to many child friendly websites that can be accessed by any young person who feels unsafe in any aspect of their life. We reminded students to reference the posters that we have in every classroom across both campuses, that provide a graphic and a message specifically reminding them of their rights, designed by the eSafety student team at SJC. The posters also include a QR code that provides our students with access to the student friendly version of our Child Safety Policy.

We reminded our parents and carers that they are the most important part of the wraparound care provided to young people. Challenges with online behaviours that young people engage in are an ongoing focus of the work we do together. We provided the following links to help support our families help keep our young people safe online.

- Family Challenge: 7 Day Family Online Safety Challenge. https://www.accce.gov.au/sites/default/files/2021-04/7-day-challenge_A4_web_1.pdf
- How can I protect my child online? <https://www.esafety.gov.au/parents/skills-advice/taming-technology>
- How much does what I do impact how my child acts? https://youtu.be/jOrGsB4qG_w
- How important am I to my child? <https://youtu.be/3lt8-dWXdFw>

DIVERSITY WEEK - To compliment the Reconciliation, Refugee and Multicultural activities late Term 2, we planned a Diversity Week that explored diversity in gender and sexuality, diversity in ability and diversity in each of us. Significant messages were imparted at the Inclusive Community Assembly around acceptance of difference, and taking care with the language we use when addressing each other.

GRACE TAME – GIVE WHERE YOU LIVE – Colby McCallum (Year 11 Student Leader) - A handful of leaders were given the privilege of going to the Give Where You Live foundation's 'Conversations that Matter' luncheon, featuring 2021 Australian of the Year Grace Tame. A survivor of sexual assault and strong activist for other survivors, Grace is known for her insistent campaigning to change Tasmania's 'gag laws' which prevented sexual assault survivors, like her, from being identified. At the event, Grace brought-up her repressed trauma and gut-wrenching experiences with such poise and articulation, showing her strength and courage. Grace's main message was to take action, and that as young men we have a responsibility to support sexual assault survivors and help to spark change within the community of how sexual assault survivors are perceived. Her stories were shocking and graphic; however, they were necessary in conveying the true extent of what a sexual assault survivor goes through, and it was truly an eye-opening experience. I believe I can speak on behalf of the other leaders that went and say that our lives were changed forever, and am so grateful that we were able to gain a perspective we had seldom been exposed to.

PARENT AND COMMUNITY PARTNERSHIP - Partnering with families, carers and the community is a priority at St Joseph's College and after having a really interrupted few years we hosted a Wellbeing Expo in March for SJC families. Our extensive range of online presentations and seminars showcased our student wellbeing program with the intent of upskilling and empowering our families to keep up with the demands on our young people today. The sessions we offered were

- Lifechanger Foundation – Creating a Positive sense of self
- Elevate Education - Study Skills, Time Management and Motivation
- Wellio - Phone Addiction and Social Media
- Sharon Torpey - The Drug Education Project
- The Resilience Project – Connected Parenting
- Jesuit Social Services - Men's Project Healthy Identities
- The SJC Wellness Team – Mental Health and Supporting Young People
- Karen Shum – SJC Careers Conversations

COLLEGE STRATEGIC PLAN 2023 – 2027

- Student voice was prevalent when creating our new strategic plan and the Liberating Education student leaders work-shopped with leadership team members in creating some key themes and ideas for the strategic plan.

A copy of the strategic plan can be found in this annual report and you will see many statements and intentions that are students centered and compliment the MO 1359.

Leadership

Goals & Intended Outcomes

- Augmenting the staff count with formal religious education accreditation
- Ensuring yearly progress of every student's AAS/NAPLAN data by 12 months
- Strengthening the capacity of middle leaders by providing exposure to senior leadership experiences and further education
- Improving the self-identity of our year eight and senior students via the life changer foundation program and intensifying the commitment to community service by students and staff
- Boosting year seven enrollments from Catholic primary schools with low socio-economic status.

Achievements

- The MACCSIS snapshot data indicates an increase (5% or more) in rigorous expectations, student safety, enabling safety, and Catholic identity, and a significant increase (10% or more) in school climate and teacher-student relationships. The family snapshot data shows a similar trend.
- Expanding the financial support available to encourage low socio-economic families to enroll by leveraging the support of the College community.
- Strengthening the capacity for remote teaching, providing blended learning options, and continuing to offer off-site learning for students due to pandemic protocols or illness.
- Promoting inclusivity through initiatives such as diversity week and enhancing staff professional development in areas related to diversity, including gender and sexuality.
- Encouraging engagement and global learning through initiatives such as Edmund Rice Education Beyond Borders, Victorian Young Leaders to India, and Victorian Young Leaders to China.
- Offering practical care and support for refugee families, as well as families in crisis, including emotional and financial assistance.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Area	# Events	# Staff	Total Cost
Administration	5	165	\$12,080
Arts	17	43	\$2,537
English	24	81	\$38,180
EREA Workshops	4	187	\$2,540
Humanities	11	12	\$2,409
ICT	4	4	\$0
Indigenous Education	1	1	\$500
Leadership and Management	14	25	\$6,089
Library	2	3	\$240
LOTE	9	33	\$0
Mathematics	11	12	\$60
OHS	1	1	\$930
Pastoral Care	9	109	\$5,114
Physical Education	13	60	\$14,105
Project Based Learning	3	3	\$0
Religious Education	11	12	\$740
Science	20	33	\$8,204
Staff Meeting	22	1010	\$0
Student Support	8	9	\$2,091
Teaching and Learning	36	456	\$1,350
Technology	8	11	\$1,592
VCE(VM)	26	26	\$0
Sponsored Study	13	13	\$19,554
Total:	272	2309	\$118,315

Project Based Learning

St Joseph's continued its commitment to implementing project based learning (PBL) to ensure that all staff are trained in how to teach in a project based learning environment. All staff that are new to the College undergo the PBL 101 course. This course is conducted by the College PBL trainers and occurs early in Term 1. Although COVID prevented some external PBL training opportunities, staff were able to be involved in online PBL training. These opportunities help build the culture at the school and ensure that our PBL leaders are able to lead the College in a creative learning environment.

Compliance

All staff undergo the online Mandatory Reporting module and this is completed before the end of Term 1. All staff completed their annual CPR and Anaphylaxis training, with many also updating their Level 2 First Aid qualification. Below is a list of the compliance modules completed throughout the year by all staff as well as the scheduled compliance in the coming years.

Number of teachers who participated in PL in 2022	272
Average expenditure per teacher for PL	\$435

TEACHER SATISFACTION

The data collected through the School Improvement Surveys provide us an opportunity to assess the satisfaction of our staff. Coming out of the COVID-19 pandemic, staff, students and the wider community were always considered when making key decisions. Receiving and reviewing the data from the surveys was important to analyse the impact of these decisions on staff. It was pleasing to see many areas of significant growth from the 2021 data and the 2022 data.

E1146 St Joseph's College All Campuses 2022 Overall and Domain Level Snapshot - Staff 1st Level Comparison

DOMAIN	DOMAIN DEFINITION	Base (n=)	MACS average	2021	2022	Male	Female	Teaching	NonTeaching
OVERALL	Overall school positive endorsement %	12 974	67%	65%	64%	66%	64%	63%	65%
1. Student safety	Perceptions of student physical and psychological safety while at school.	195	70%	69%	66%	67%	65%	66%	66%
2. School climate	Perceptions of the overall social and learning climate of the school.	170	74%	81%	73%	74%	72%	73%	77%
3. Staff-leadership relationships	Perceptions of the quality of relationships between staff and members of the leadership team.	68	79%	82%	82%	84%	82%	81%	83%
4. Instructional leadership	The extent to which the school leaders set the conditions for improving teaching and learning at the school.	95	54%	48%	54%	55%	54%	51%	71%
5. Feedback	Perceptions of the amount and quality of feedback staff receive.	121	39%	28%	30%	35%	26%	28%	33%
6. School leadership	Perceptions of the school leadership's effectiveness.	6	57%	55%	58%	62%	55%	54%	61%
7. Staff safety	Perceptions of staff safety in the school.	7	63%	69%	65%	65%	65%	62%	71%
8. Psychological safety	How safe it feels to take risks and make mistakes in this school.	6	64%	61%	61%	66%	58%	60%	66%
9. Professional learning	Perceptions of the quality and coherence of professional learning opportunities.	6	60%	48%	59%	60%	60%	59%	61%
10. Collaboration around an improvement strategy	Perceptions of the coherence of the school's improvement strategy.	6	65%	44%	59%	60%	60%	58%	61%
11. Collaboration in teams	How well teachers work together in teams to improve teaching and learning.	6	71%	61%	61%	61%	62%	61%	61%
12. Support for teams	Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively.	7	65%	60%	64%	69%	61%	63%	71%
13. Collective efficacy	Teachers' perceptions that staff at the school have what it takes to improve instruction.	6	77%	73%	69%	71%	67%	69%	69%
14. Catholic identity	Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life.	7	74%	75%	72%	70%	73%	72%	77%

The 2022 MACSIS School Improvement Survey has shown that overall staff satisfaction has remained steady, with the majority of staff reporting satisfaction with student safety and school climate. The staff-leadership relationship continues to be strong, with high levels of satisfaction reported in this area. Additionally, the majority of staff feel safe in their work environment, both physically and psychologically.

There have also been some notable areas of improvement, such as an increase in staff satisfaction with collaboration in teams, as well as an improvement in staff professional learning. These results demonstrate a commitment to ongoing improvement and a positive school culture.

E1146 St Joseph's College All Campuses Secondary

2022 Domain Level Snapshot - Student

1st Level Comparison

		Base (n=)	MACS average	2021	2022	Male	Female	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
DOMAIN	DOMAIN DEFINITION															
OVERALL	Overall school positive endorsement %	39 854	45%	49%	44%	44%	-	-	-	-	51%	47%	41%	35%	43%	4
1. Rigorous expectations	How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance.	56%	63%	55%	55%	-	-	**	**	**	63%	61%	55%	45%	51%	50
2. School engagement	How attentive and invested students are in school.	29%	30%	27%	27%	-	-	**	**	**	33%	29%	27%	21%	26%	21
3. School climate	Perceptions of the social and learning climate of the school.	47%	52%	44%	44%	-	-	**	**	**	54%	46%	40%	35%	44%	40
4. Teacher-student relationships	The strength of the social connection between teachers and students, within and beyond the school.	43%	53%	48%	48%	-	-	**	**	**	53%	51%	45%	38%	44%	50
5. School belonging	How much students feel they are valued members of the community.	50%	54%	49%	49%	-	-	**	**	**	60%	52%	46%	38%	46%	50
6. Learning disposition	Students' mindset about themselves as learners.	49%	52%	49%	49%	-	-	**	**	**	57%	53%	48%	40%	47%	40
7. Student safety	Perceptions of student physical and psychological safety while at school.	53%	56%	50%	50%	-	-	**	**	**	58%	53%	42%	45%	53%	50
8. Enabling safety	Student perceptions of access to and quality of staff support in order to feel connected, safe and respected while at school.	48%	53%	49%	49%	-	-	**	**	**	52%	53%	48%	42%	47%	50
9. Student voice	The extent to which students feel they have opportunities to have an impact on their school.	40%	42%	38%	38%	-	-	**	**	**	47%	42%	37%	27%	34%	30
10. Catholic identity	Student perceptions about the Catholic identity of the school.	36%	31%	27%	27%	-	-	**	**	**	36%	28%	21%	20%	30%	20

The 2022 MACSIS School Improvement Survey has shown that although there has been a slight decrease in overall student satisfaction, there have been some areas of sustained success when compared to the MACS average, such as teacher-student relationships. The majority of students feel safe in their school environment and have a sense of belonging. Additionally, there has been an improvement in enabling safety. The results highlight a commitment to ongoing improvement and a positive school culture for students.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

86.4%

ALL STAFF RETENTION RATE

Staff Retention Rate

87.3%

TEACHER QUALIFICATIONS	
Doctorate	1.9%
Masters	19.5%
Graduate	37.1%
Graduate Certificate	11.3%
Bachelor Degree	80.5%
Advanced Diploma	8.8%
No Qualifications Listed	13.8%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	182.0
Teaching Staff (FTE)	164.7
Non-Teaching Staff (Headcount)	122.0
Non-Teaching Staff (FTE)	98.9
Indigenous Teaching Staff (Headcount)	1.0

Community Engagement

Goals & Intended Outcomes

The College Strategic Plan outlines the following intended outcomes:

- Actively engage with our broader community to cultivate mutually beneficial relationships

By doing this we encourage engagement with Old Collegians, families and friends of St Josephs through support for bodies including Old Collegians Association, Parents & Friends, Josephine's, and the St Joseph's College 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 2022 the College Foundation:
 - Coordinated Annual Giving Appeal in June - 'Joeys'. The majority of funds raised to the College Bursary program, which was very successful raising \$78,000.
 - Increased Foundation membership to 258 members
 - McNeill Society membership increased to 30 members
 - Committed to a number of community-based activities to engage with the SJC Community, including sponsorship of Music which included five music-based scholarships to a student in each of year 7 – 11 to assist with their music tuition.
- In 2022 the Parents and Friends were again impacted by COVID restrictions but managed to hold three successful events throughout the year:
 - The Comedy night was held outdoors in February with 120 guests in attendance on Zampatti oval.
 - The P & F Trivia night was held in May, very successful event with over 200 guests and over \$6k raised on the night for Mental Health First Aid training of staff.
 - The P & F Fashion Dinner to raise money for St Joseph's Primary School, Kensekka, Uganda was held on 19 August at Mt Duneed Estate. Over 220 guests and \$21,000 was raised on the night for this community.

- In 2022 the SJC Old Collegians Association:
 - Committed \$20,000 towards the SJC Bursary Fund.
 - Raised over \$31,000 at the SJC Golf Day with 290 guests in attendance at Lonsdale Links, Point Lonsdale.
 - Hosted numerous online activities to welcome Alumni back to SJC, including the return of Annual Reunions for the first time since 2019. Nearly 300 guests in attendance. Also held the boarder's reunion and remembrance mass in November.
 - Hosted a luncheon for the Class of 1972 with their 50-year reunion at SJC.
- In 2022 the Josephine's:
 - Celebrated 24 years the Josephine's.
 - The Annual dinner was held at Truffleduck with 140 guests in attendance, hearing from our guest speakers and the impact of the Education support program at SJC.

Committed \$5,000 towards various projects to support those in need to assist Education Support and the Paul Tobias needs based scholarship fund.

VALUE ADDED

- On top of annual activities, the SJC Foundation and Old Collegians Association also supported the College by:
- The Foundation coordinated support of the SJC bursary program with Deakin University, providing 6 bursaries for students each year for their duration at SJC

PARENT SATISFACTION

E1146 St Joseph's College All Campuses Secondary

2022 Overall and Domain Level Snapshot - Family

1st Level Comparison

1st Level Comparison		MACS average	2021	2022	Male	Female	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year
DOMAIN	DOMAIN DEFINITION	Base (n=)	2 999	50	36	36	-	-	-	-	-	-	-	8	2	6	6	10
OVERALL	Overall school positive endorsement %		58%	67%	59%	59%	-	-	-	-	-	-	-	63%	-	65%	62%	51%
1. Family engagement	The degree to which families are partners with their child's school.		26%	32%	21%	21%	-	-	-	-	-	-	-	23%	-	21%	19%	20%
2. Barriers to engagement	Factors that can hinder a family's interaction or involvement with their child's school.		67%	80%	70%	70%	-	-	-	-	-	-	-	57%	-	85%	79%	67%
3. School fit	Families' perceptions of how well a school matches their child's developmental needs.		61%	72%	58%	58%	-	-	-	-	-	-	-	79%	-	60%	64%	41%
4. School climate	Families' perceptions of the social and learning climate of the school.		69%	79%	73%	73%	-	-	-	-	-	-	-	88%	-	73%	73%	60%
5. Student safety	Perceptions of student physical and psychological safety while at school.		58%	65%	61%	61%	-	-	-	-	-	-	-	64%	-	60%	64%	55%
6. Communication	The timeliness, frequency, and quality of communication between the school and families.		62%	70%	63%	63%	-	-	-	-	-	-	-	62%	-	68%	70%	56%
7. Catholic identity	Families' perceptions of and engagement with the overall Catholic identity of the school.		55%	62%	57%	57%	-	-	-	-	-	-	-	67%	-	71%	47%	47%

The 2022 MACSIS School Improvement Survey shows that the school has maintained high levels of satisfaction among staff, students, and parents, which is a testament to the school's commitment to excellence. Although there were some decreases in certain areas, the majority of the results were stable or showed improvements. For example, parent satisfaction with communication remained high, as well as their sense of school climate and the safety the boys share within the College. Additionally, the school's commitment to Catholic identity was reinforced with an increase in parent satisfaction in this area. These results demonstrate that the school is dedicated to ongoing improvement and fostering a positive school culture.

Future Directions

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, innovative and within which each student is challenged to achieve excellence.

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.

