



St Joseph's College
Newtown

2021

Annual Report to the School Community



ST JOSEPH'S COLLEGE GEELONG

ANNUAL REPORT

2021

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Contact Details

ADDRESS	135 Aphrasia Street Newtown VIC 3220
PRINCIPAL	Anthony Paatsch
GOVERNING AUTHORITY	Trustees of Edmund Rice Education Australia
TELEPHONE	03 5226 8100
EMAIL	principal@sjc.vic.edu.au
WEBSITE	www.sjc.vic.edu.au
E NUMBER	E1146

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 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

28/03/2022

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

Our College Vision

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

In 2021, the 'year of St Joseph' the College adopted the theme 'living the Golden rule'. During the year the resilience, resolve and adaptability of the College community was tested and not found wanting.

Evidence of this was seen in our demonstrated capacity to transition rapidly between on-site and remote learning, a transition we had to make seven times. We also inducted 35 new staff into the College during the course of the year.

A highlight of the year was the further fine tuning of our ability to offer high-quality learning experiences in remote mode with an effective blend of 'real-time' and 'any time' learning. Throughout this period effective and timely communication with the community was imperative and feedback suggests that this was achieved in a particularly effective manner.

Further adaptability was seen in the reformatting and / or rescheduling of most significant College events throughout the year. Some new events still occurred including 'The Respect Cup' in support of gender equality and respectful relationships.

Our commitment to community service and social justice continued throughout the year. In total the community contributed \$150,000 to causes including St Joseph's Vocational Secondary School Kensekka (Uganda), The Edmund Rice Foundation, Lifeboat, Samaritan House and a Teachers College in Timor-Leste, in addition to every student completing six or more hours of community service throughout the year. Additionally, in a challenging economic environment, we were able to increase the levels of support provided to families from low SES backgrounds or those suffering short-term financial hardship.

In reconciliation week we formally unveiled the sculpture 'Bunjil'. Prominently placed in the College's indigenous garden, the sculpture is a focal point for prayer and reflection, a reminder of our commitment to reconciliation.

In 2021 our community was again challenged by tragedy with a student death by suicide. There is no silver lining to the tragic death of young person, but our student body supported each other magnificently and the staff showed empathy and professionalism in supporting each other and the students as we grieved.

Data across a range of testing confirmed the effectiveness of our educational model with a greater than 5% increase in rigorous expectation, student safety, enabling safety and Catholic identity and a greater than 10% in school climate and teacher student relationships.

Once again, the College's VCE results were strong with 15% of students achieving an ATAR above 90. Equally significant was data showing that those students who left St Joseph's prior to the completion of year 12, were employed at over twice the region average rate.

School Advisory Council Report

The College community has demonstrated exceptional commitment to the wellbeing and educational outcomes of our young men through yet another interrupted and challenging school year. The School Advisory Council at St Joseph's College recognises the resilience and adaptability of the leadership team, educators and staff throughout the last two years. It has been no small task and required significant change management to achieve transitions between remote and face-to-face learning. We thank our dedicated staff for their commitment to the education of our young people.

Through the year there has been a significant focus on the well-being of the students and the many initiatives that have been led by the students for the students clearly demonstrates the voices of young people throughout the community.

The School Advisory Council has spent much of last year involved in consultations, training and engagement with Edmund Rice Education Australia (EREA) our governing body as they undertake a transformation of the governance structure for all Edmund Rice Schools that will be implemented in 2023.

This year we saw the completion of the Carey Oval Pavilion under the leadership of Barry Knight and the St Joseph's Cricket Club, the completion of learning areas under the Peter Chanel Building and the purchase of the property on Leslie Street.

The Council farewell two long serving members this year, Joanne van Slageren Chairperson and Executive member and Barry Knight Executive member for the past eight years. We thank them for their contribution to the school community while they had students attending the College and post. Their willingness shared expertise, knowledge has provided guidance and support during the Colleges growth.

We also acknowledge the commitment of Ed Ewers who stepped down in 2021 from the Finance Sub-Committee; we thank you for your oversight and insight in a truly important function of the College's governance.

We wish Joanne, Barry and Ed well and sincerely thank them for their generous support of St Joseph's College.

In 2021, the Council welcomed Anna Sullivan and Paul Clohesy. Each bring skills sets that will assist the Council in the development of the Strategic Plan beyond 2022, governance knowledge and support our commitment to a connected education community.

The College is exceptional well supported by our school community and without the work of St Joseph's College Foundation, SJC Old Collegians, Parents and Friends Association and The Josephine's we would not be able to support the development of the College or its students. We acknowledge the many hours of voluntary contribution these committee contribute to the events and activities throughout the school year and thank you for your service.

I would like to thank the dedicated staff of the College and all members of the many groups who support the College. I thank our Principal Tony Paatsch, Deputy Principal's Lisa Pope who we welcomed in 2021 and Mark Kennedy, Business Manager Andrew Dowd, Assistant Adele Watt and College Leaders for their willingness to make this College so successful.

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

Shona Eland, Deputy Chairperson

Education in Faith

Goals & Intended Outcomes

- Provide Spirituality Days and circulation of reflective and educative religious material to promote staff professional and personal formation.
- Engage students and staff in inter-faith dialogue.
- To raise teachers' inter-cultural and interfaith awareness, and to upskill staff with key inter-cultural understandings, sensitivities and competencies. To help our community to grow and change in understanding that empowers us to live the Golden Rule.
- Our Catholic faith calls us to embrace the contemporary world with a Catholic imagination, and a particular hope-filled view of the human person and all of creation. Catholic educators invite students to make sense of their world and their lives within a faith community that is faithful to the mission of Jesus. (Horizons of Hope, Vision & Mission, p9)
- Provide teacher professional development which promotes high impact teaching strategies and emphasises collaboration and innovative learning.
- Enhance the Catholic Identity of our staff. Prior to next ECSI a staff meeting to focus on understanding the ECSI particularly terminology.
- Develop parameters and promotion of expectations regarding RE Accreditation & EREA formation programs.
- 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.
- Promote the importance of indigenous culture and spirituality to students and the community.
- Meet with local Waddawarrung community leaders.

Achievements

As part of a grant we received for an (ICUP) Intercultural Understanding Project we created an action plan to include the implementation the above via a MACS accredited whole staff PD day with guest presenters: Ginette Everest - Executive Officer - Jewish Christian Muslim Association of Australia (JCMA) and Ian L Grant PhD - Education Project Officer - Jewish Christian Muslim Association of Australia (JCMA).

Booking of JCMA (Jewish Christian Muslim Association) Year 10 RE.

Provided an accredited prayer PD for RE Faculty with Jennifer Callanan inspired by her book Sparks of the Universe, a book of rituals, inspired by Laudato Si'.

2021 SJC hosted University of Divinity Catholic Theological College Grad Dip in RE/. Graduate Certificate in Teaching Religious Education (Dr Frances Baker RSM the Senior Lecturer) Four SJC Staff participating.

Participation in the MACS 'Partnering to Learn' project and Network days/meetings.

Implemented an action plan which included the development of a new Year 9 Aboriginal and Torres Strait Spirituality Project. Identity team staff attended a network day on Interfaith dialogue - 'Welcoming the Other' document. Presented a RE CAL meeting on Recontextualisation.

A three-year plan developed for EREA formation programs that targets POL staff. EREA's focus was to catch up on cancellations from 2020 ACTM as a priority. 11 staff attending in 2021. 2021 House leaders to attend formation programs. Mix of module/zoom/face to face.

A variety of Spiritual based EREA, EREA Beyond Borders and circle of Mercy webinars have been offered to staff.

RE CAL Faculty PD on Recontextualisation. Focus: Recontextualisation continues Christianity in such a way that it is both theologically legitimate and contextually plausible.

Why?: To allow Catholicism to continue in (radically) changing times as a meaningful, life-giving and transformative religious existence.

We were able to provide the Yr 8 'Courage to Care' Renewal experience and liturgy with COVID protocols in place.

We continued to gather online as a staff each Monday morning to reflect on Sunday's Gospel and connect it to our community in prayer and reflection.

We reviewed our Reconciliation Action Plan for republishing in 2022.

VALUE ADDED

We were able to hold our Edmund Rice Feast Day with COVID protocols in place

We were able to hold our whole staff ICUP PD Day on the first day back of term 3 successfully with a blend of guest speakers on campus and online.

Our student leaders participated in 2 online encounters with the ERBB Global classroom project.

Planning took place for the implementation of the Building Bridges Program in 2022.

Refugee Week initiatives were able to take place.

Reconciliation Week took place with COVID protocols in place.

We were able to celebrate our end of year Masses with COVID protocols in place.

Staff began to enrich their prayers with staff and students using the litanies inspired by Jennifer Callanan's PD and book.

We were able to remain connected as a community and find new ways to encounter God in the sacred spaces of our interconnectedness via the use of online interactions whether as a staff, homerooms, classes and as a whole community.

Learning & Teaching

Goals & Intended Outcomes

St Joseph's College strives to provide inclusive and student-centred classrooms that create engaging and innovative learning experiences for all students. Students are taught a variety of skills, not only subject specific but also skills to help them become lifelong learners. Enterprise skills such as communication, collaboration and leadership are explicitly taught and we report on our students' attitudes and habits towards learning.

The learning and teaching Goals of the college in 2021 were:

- To improve the St Joseph's College Learning culture by promoting greater dialogue amongst the community about learning.
- To review the learning leadership structure in line with the College POL's
- To continue to develop classroom environments that support the learning needs of the College eg STEM
- To further promote and support literacy for learning in the College, through targeted professional development and intervention programs eg NIXOR
- To encourage data-informed practices, through greater access to student data and learner profiles.
- To explore how we can capture the skills developed through remote learning and embed them in future learning
- To perform a skills-based gap analysis on project-based learning curriculum and review the impact of PBL projects across the College.
- To streamline learning platforms to promote a more uniform approach to technology in the College
- To review student assessment and reporting procedures
- To review the Waterford curriculum structure and timetable
- To provide greater access for teachers to teach across sub-schools building capacity and future-proofing subject continuity.

To change the ARM process to sit with our professional development platform.

Achievements

Whilst once again this was a disruptive year due to switching between online learning and face to face classes, the College made some significant achievements for the year.

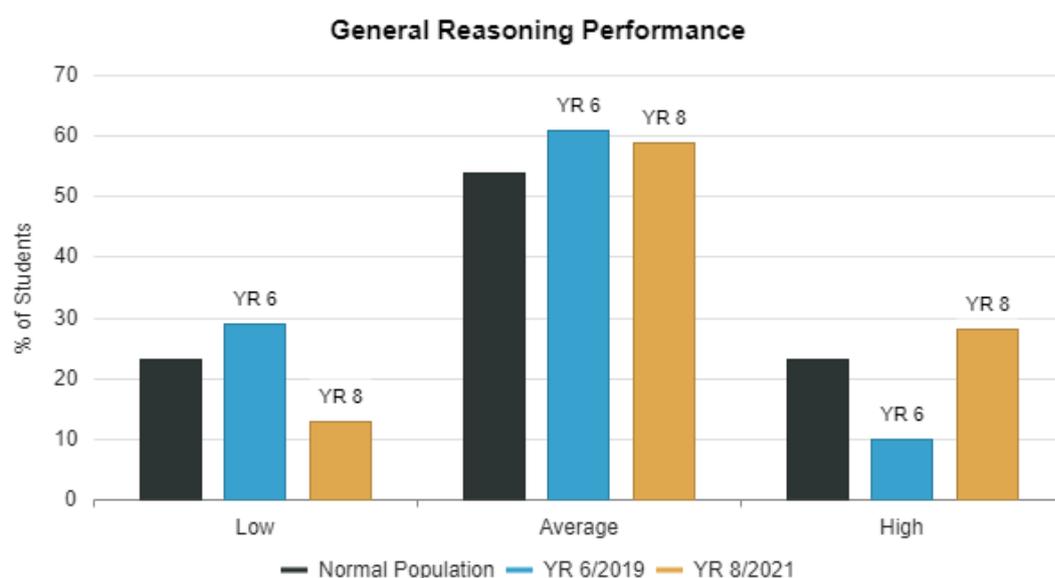
From Mt Sion, we had over thirty students achieve the Senior VCAL Certificate, and Two hundred and twenty-one students achieve their VCE. We also had over 15% of our students achieve an ATAR above 90, a significant increase from the previous year. Our Median score did not change from 31 and given many of these students had studied VCE from home for a fair component of their Senior years of school this was pleasing to note. Our average ATAR was 70.1, which was the highest average we had seen over the past seven years, with a significant shift in our Middle band results. The DUX of the College was Jarrod Zanardo with an ATAR of 99.10, and we had two students achieve perfect scores of 50. Harry Roache who was taught by John Mitchell in

Business Management, and Griffin Brown who was taught by Sam Hughes in Outdoor Education are to be commended for their efforts in these subjects.

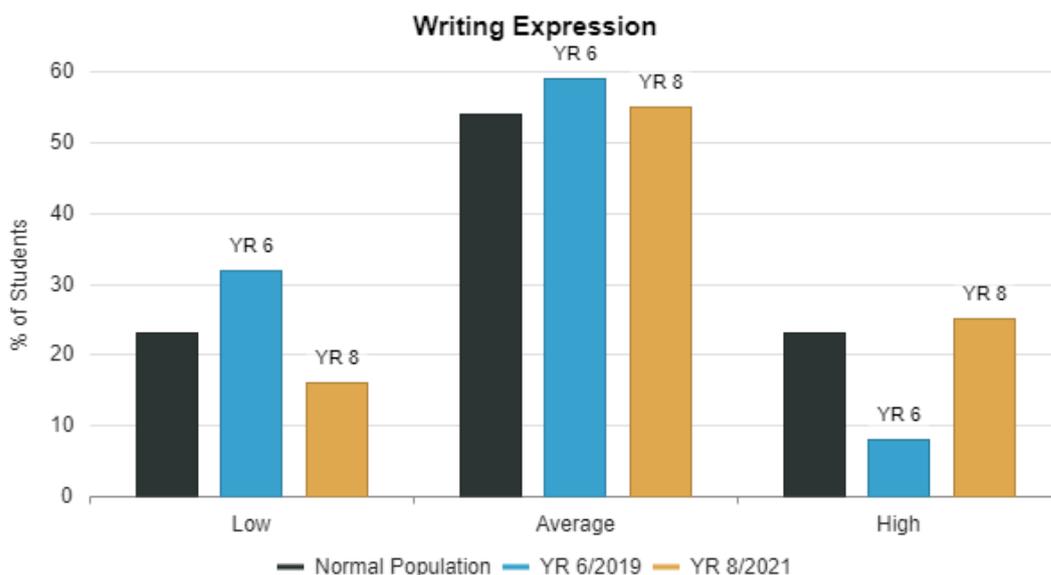
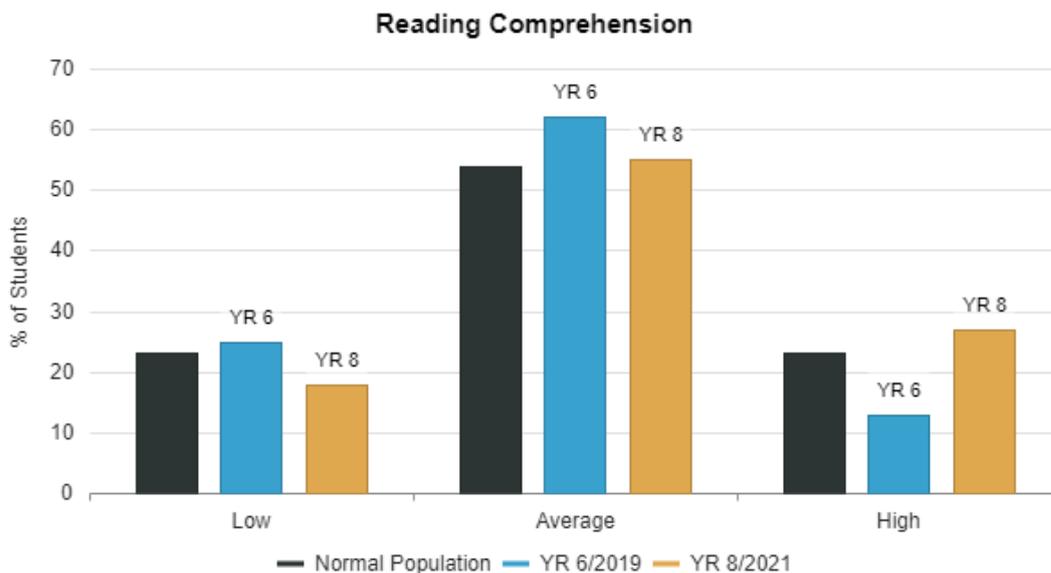
The College Vocational Pathway Program had strong enrolments across a range of industries. There were over 40 students enrolled in a School Based Apprenticeship and over 400 students enrolled in a Vocational Education Certificate. This reflects greater than 40% of the Mt Sion student population engaged in some form of vocational training. The College's On Track Data for 2021 indicated students who left the College during the year were successful in obtaining employment with 60% of our students also receiving apprenticeships or traineeships, 20% higher than the average for schools in Greater Geelong.

The College was committed to using data to inform our teaching, and once again embarked on Allwell testing and On Demand testing to help monitor progress over time. The growth rate of our Allwell testing from Grade 6 to Year 8 testing showed some significant changes in our data over time.

The Growth Rate data for General reasoning demonstrated a greater than average "high" growth rate compared to the normal population.



The Growth rate data for Reading also supported a trend of above average growth.



A review of Project Based Learning was conducted, as well as an audit of the key skills assessed in these units, with a gap analysis presented to Curriculum Leaders of where changes are required to ensure we are targeting a range of skills in our projects across the Year 7 - 10 Curriculum. Project based Learning professional development occurred for new teaching staff, as well as workshops were provided online or face to face. Lesson observations and classroom walks were encouraged as part of the ARM process.

The College extended the intervention programs for students who were placed into NIXOR English or Mathematics in Year 7 or 8 and offered this program into Year 9, allowing a natural progression to occur. Literacy for Learning professional development was disrupted due to COVID, however, the emphasis on Literacy was reinforced throughout the year, and was the focus of many of our curriculum leader's "Middle Leaders Brown Collective" projects. The College was also successful in receiving funding to be part of the Melbourne Archdiocese Literacy Project. The Mathematics department also trialed the opportunity for extension Mathematics in Year 8, where students were withdrawn from a class a week to solve Mathematical problems. There was

significant interest and demand for this program and the student's On Demand testing data in Mathematics showed extensive growth, with most students testing two years above their expected level.

The College continued to build partnerships with Geelong Tech school to access short courses for our students in the areas of technology and invested in software and equipment in virtual reality to provide more immersive educational experiences. The purpose-built STEM room was completed towards the end of the year, to provide a flexible learning space that allows students to collaborate, problem-solve, test ideas and build prototypes. The K Block infill project also enables our Year 7 students to all be housed in one building, with open spaces for teamwork and collaboration.

The PBL team continued to work with Curriculum Area Leaders and subject leaders to audit the project-based units, mapping out where specific schools are taught and assessed. A gap analysis of the essential skills of PBL and Victorian Curriculum capabilities occurred providing us with a greater understanding of where we need to refine our units to ensure we provide further breadth in our units. Similarly, our Curriculum Area Leaders reviewed our units for Victorian Curriculum Standards to update our map of where key standards are addressed in our PBL units.

The College Executive team reviewed the Positions of Leadership of the College before advertising these positions for a three-year tenure. Greater focus on ensuring there was a consistent message of both wellbeing and learning leadership to be equally valued across the College, and therefore time allocation to these roles was carefully considered and promoted to support the uptake of middle leaders. A learning executive team was formed which include a Head of Learning at each of the three subschools, a Head of Curriculum and a Head of Innovative Learning and PBL Coordinator were appointed to meet fortnightly to drive a student-centered learning approach.

The College continued to look at streamlining some of our learning platforms to work towards greater continuity with access to our curriculum. Access to ECHO was removed for students, as was Google Classroom and Drive, as we worked to support Microsoft Office, Teams, and SharePoint. Continued professional development was delivered by our technology coaches, to migrate our learning platforms and when in remote learning our tech coaches busily ran a remote team providing advice and support to our staff teaching from home. Responding to parent and student feedback, we also increased our expectation of Realtime learning, to ensure our teaching staff delivered online lessons more frequently through Microsoft Teams. During the year, we successfully conducted Parent Student Teacher Interviews online through MS Teams and implemented an online Booking schedule through Simon and the Parent access module.

The curriculum team reviewed the Waterford request to change our timetable structure from a fortnightly cycle back to a weekly timetable to help support the transition of our Year 7 students, as well as provide a framework to support the organisational skills of our students. This change enabled an opportunity to increase the number of Mathematics lessons offered at Year eight as well as increase time in Science in both years 7 and 8. The Westcourt leadership team also requested a review of the curriculum structure, wanting to create greater elective access for the Year 9 students, with feedback from parents and students expressing concerns that many students missed their preferences. After reviewing these changes, the proposal for 2022 enables the College to bring all schools back in line with a weekly timetable as well as provide an opportunity for our teaching staff to teach across subschools.

The Curriculum executive team also reviewed the work habits scale on our end of semester reports, using both staff and student feedback we made a recommendation to change the language so that it resonated with all stakeholders in a child's learning, and trialed a frequency

scale that reported on our students learning disposition. The team also looked at the grade scales and comments on the end of semester reports, and made recommendations for changes in 2022 to ensure greater consistency across subjects and year levels.

The integration of One Note Masters as a way of storing and sharing our curriculum templates on SharePoint was a focus for the technology team. These masters are a work in progress but aim to make sharing of resources and planning for team members a more seamless process. Time was allocated to the Westcourt teaching staff to work on this project, with the aim for this to be slowly integrated across all curriculum templates in the College.

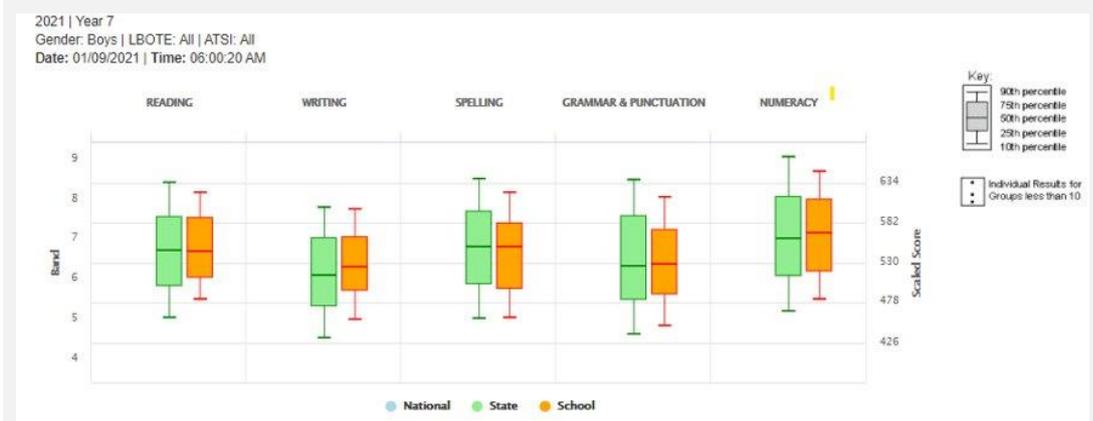
With the help of government funding, we welcomed several new staff as Tutors in 2021. Under the guidance of student testing data, we allocated tutors to classes to work in a hybrid-based support model to provide greater access to teacher support across a class as well as one on one or small group intervention. The integration of our tutors into our classrooms was well received and they provided an added element of support to check on student learning whilst in remote periods.

The library team continued to work on promoting reading in the College with the opportunity for both staff and students to recommend their favorite literary quotes, which were then selected from a pool to be painted on the walls of the reading area of the library. The College Lib Guides were further developed to support remote learning and the library was used as a supervisory area for students needing support during remote learning. The library team updated staff with new resources through ClickView and Accessit library management system to ensure teachers and students were well resourced through remote learning. The incorporation of newsbank into Accessit was also a welcome addition for media-based resourcing.

The staff annual review process was moved to an online process through EMS 360, with a two-stage mentoring process, to help review the learning goals of our teaching staff. Classroom walks and observations were encouraged (but also hindered by remote learning) as well as continued focus on HITS and PBL strategies. Remote learning and the use of technology were also a priority for many staff, as well as the implementation of integrating various online programs and resources into their teaching. Teacher professional development workshops were also offered once a term afterschool, so colleagues could share and learn from each other, building staff capacity.

STUDENT LEARNING OUTCOMES

In 2021 the College moved both Year 7 and 9 to online NAPLAN, this was implemented relatively smoothly. The following information summarises the College's NAPLAN results. The first two tables summarises the Year 7 and 9 results when compared to all Boys in the State.



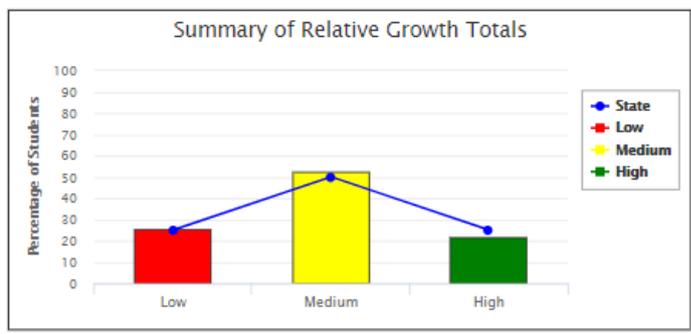
Year 9 Summary Data - All Boys

The median NAPLAN score for SJC boys was higher in reading, writing and numeracy when compared to the all boy state median.



Reading Growth Rate from Year 7 2019 to Year 9 2021

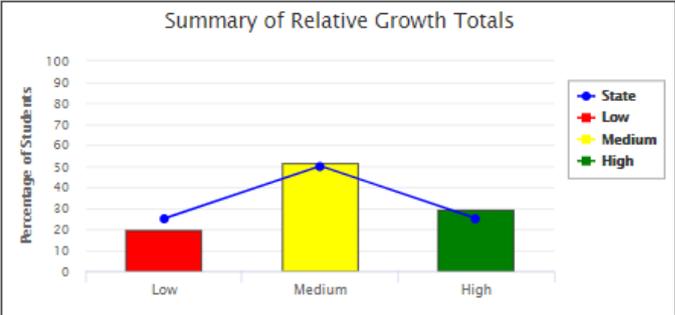
The reading growth was on par with the average in the State, with a slightly higher medium growth rate.



	Low	Medium	High	Totals
Percentage of Students - State	25	50	25	100
Percentage of Students - School	25.83	52.53	21.84	100
No of Students - School	81	186	89	316

Writing Growth Rate from Year 7 2019 to Year 9 2021

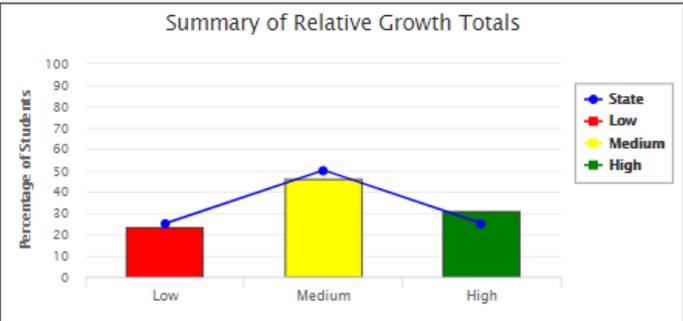
The writing growth rate was pleasing, in particular our Low growth rate was 5% lower than the State and our High writing growth rate was almost 5% higher than the state.



	Low	Medium	High	Totals
Percentage of Students - State	25	50	25	100
Percentage of Students - School	19.31	51.40	29.28	100
No of Students - School	62	165	94	321

Numeracy Growth Rate from Year 7 2019 to Year 9 2021

The Numeracy growth rate showed a higher than average High growth rate of approximately 6% higher than the state.



	Low	Medium	High	Totals
Percentage of Students - State	25	50	25	100
Percentage of Students - School	23.17	48.03	30.79	100
No of Students - School	73	145	97	315

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	558.9
Year 9 Numeracy	599.4
Year 9 Reading	585.6
Year 9 Spelling	574.1
Year 9 Writing	560.2

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 07 Grammar & Punctuation	96.3	-	-	94.6	-
YR 07 Numeracy	98.8	-	-	98.6	-
YR 07 Reading	97.9	-	-	98.3	-
YR 07 Spelling	96.6	-	-	94.9	-
YR 07 Writing	94.0	-	-	96.6	-
YR 09 Grammar & Punctuation	95.2	-	-	91.2	-
YR 09 Numeracy	100.0	-	-	99.4	-
YR 09 Reading	96.2	-	-	93.9	-
YR 09 Spelling	92.0	-	-	95.6	-
YR 09 Writing	89.6	-	-	87.2	-

* 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

We all know the last two years has challenged the St Joseph's community in many ways but we feel we are coming out of that with an increased appreciation for our own and others wellbeing. There is currently a healthy culture of respect amongst the boys and we are continually impressed with their resilience. 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. Our student leaders were also keen for there to be a focus and celebration in the diversity of our Age, Abilities, Sexuality and Gender and Cultures. We are extremely proud of our student leaders and our Respectful Relationships team who help promote messages of support, love and inclusion to everyone. Our painted rainbow crossings and our all gender all abilities toilet were a couple of visible statements our students were keen to make. Whilst no one was at school on 'Are You Ok Day', we still made sure our messages of checking in with each other were clear with the highly-visible pedestrian crossing painted yellow and posted to our websites to remind students they are supported.

We introduced many wellbeing initiatives into our wellbeing program in 2021 which we feel will have a positive impact on our students. We have welcomed the Resilience Project into our Waterford (7&8) program which encourages integrating the benefits of Gratitude, Mindfulness and Empathy into everyday life. We also introduced the Lifchanger program to our Year 8 cohort which involved sessions about building a positive sense of identity and finding their inner hero. This program also allowed over fifty of our senior students to participate in mentor training and help facilitate these sessions. We look forward to running this program over the next two years and building the culture of mentorship between the subschools. Our Westcourt students got be the leads in the Barwon Health Shaka Up school challenge mental health initiative and received some great advice from them about checking in with their mates.

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 Ballarat at the GMHBA Stadium in Term 1. 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 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.

2021 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. 2021 has also highlighted the importance of partnership between the home, school and student and our SJC families should be congratulated for the support you 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 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 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.
 - The SJC Toilet Rejuvenation Project continued in 2021 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.
 - The Movement program continued that was developed by the SJC Health and Physical Education Department promoted day by day themes and workshops for students, staff and families to get involved in.
 - Our community benefited from a range of high class webinars that complimented National Child Protection and e-Safety week. Project Rocket delivered a range of online webinars to the Westcourt students that focussed on "Looking out for each other online" and "Taking positive action with digital wellbeing."
 - Are You Ok Day (9 Sept) - 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 launched our 2021 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.

Supporting Staff Professional Learning

- We arranged a Standbysupport workshop for our community. This online workshop was called "Supporting Children and Young People Impacted by Suicide." A practical element to this sessions will be unpacking the 'Grief Journal for Teens' that is available to download on our www.standbysupport.com.au website. It may be of use particularly at this time when accessing face to face support is difficult and it can be used as an outlet for their expression of grief.
- 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.
- Youth mental health first aid - We had 25 staff receive training in Youth Mental Health First Aid.
- The Mullets for Mental Health took off again in term 3 remote learning and our students were able to raise close to \$20,000 for suicide prevention and awareness through The Black Dog Institute.

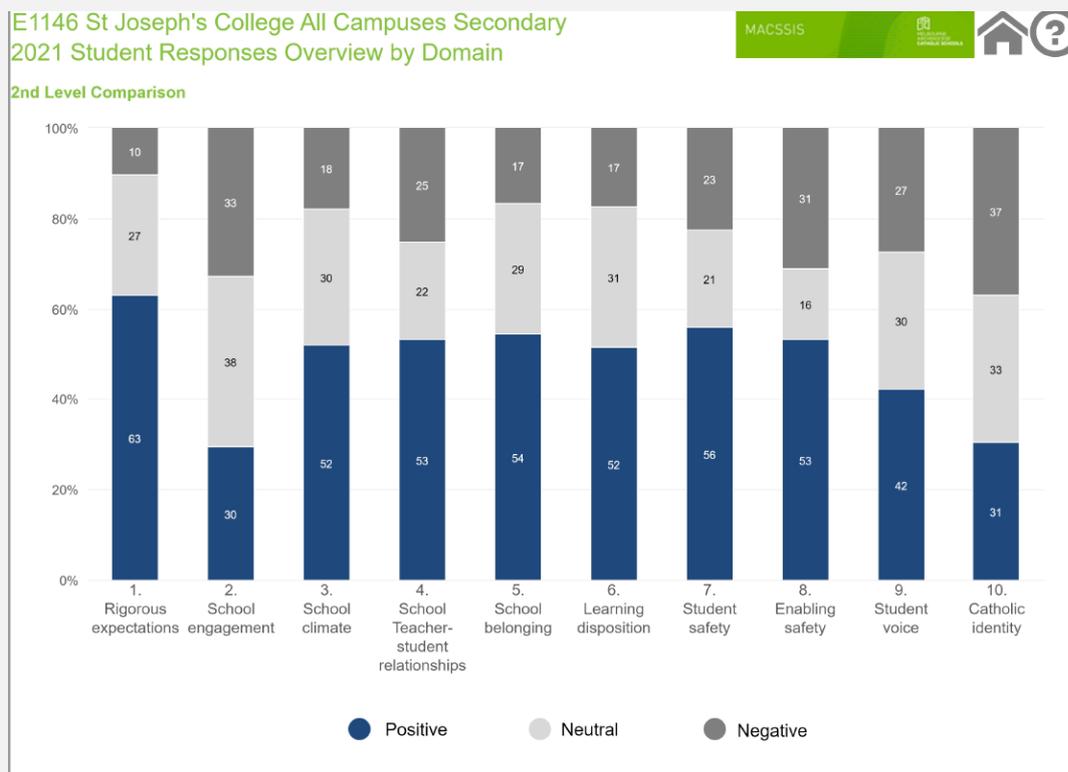
Ensure commitment to staff wellbeing

- 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

2021 MACSSIS DATA - We feel the data we collected through the School Improvement Surveys provide us with an opportunity to explore and expand our Wellbeing program in 2022. There has been growth or significant growth in all areas of students safety and student voice according to the data.



E1146 St Joseph's College All Campuses Secondary

MACSSIS  

Student Detailed Results > Student Safety Domain

	MACS Average	2019	2021	Negative	2	3	4	Positive
7.1 How often are students disrespectful to others at your school? (Reverse scored)	45%	36%	38%	8%	20%	35%	26%	12%
7.2 How likely is it that someone from your school will bully you online? (Reverse scored)	74%	76%	79%	3%	6%	13%	30%	49%
7.3 How likely is it that someone from your school will bully you at school? (Reverse scored)	76%	71%	75%	3%	7%	15%	32%	44%
7.4 How often do you worry about violence at your school? (Reverse scored)	81%	73%	77%	2%	5%	16%	23%	53%
7.5 How often do students get into physical fights at your school? (Reverse scored)	83%	65%	78%	2%	4%	15%	39%	39%
7.6 How often do adults in your school give students an opportunity to talk about things that worry or concern them?	35%	9%	34%	13%	24%	29%	24%	10%
7.7 How often do you have the opportunity to make suggestions about how your school could be safer?	15%	9%	11%	31%	31%	27%	8%	3%

E1146 St Joseph's College All Campuses Secondary

MACSSIS  

Student Detailed Results > Enabling Safety Domain

	MACS Average	2019	2021	Negative	2	3	4	Positive
8.1 At your school, how unfairly do the adults treat the students? [Ask if Year = 7 - 12] (Reverse scored)	69%	59%	71%	4%	6%	20%	33%	38%
8.2 If a student is bullied in school, how difficult is it for him / her to get help from an adult? (Reverse scored)	57%	58%	58%	5%	12%	25%	30%	28%
8.3 How likely are you to raise a concern or worry with adults in your school?	16%	13%	14%	34%	29%	24%	10%	3%
8.4 How likely is it that an adult in your school would act on your concern or worry?	42%	37%	43%	14%	18%	25%	29%	13%
8.5 Do you have an adult in the school you would go to if you had a concern or worry?	70%	67%	71%	29%	0%	0%	0%	71%
8.6 Do adults at your school know students well enough to know if something isn't right?	58%	- **	64%	36%	0%	0%	0%	64%

E1146 St Joseph's College All Campuses Secondary

MACSSIS  

Student Detailed Results > Student Voice Domain

	MACS Average	2019	2021	Negative	2	3	4	Positive
9.1 Are there any student leadership structures in your school, like a Student Representative Council?	91%	91%	90%	10%	0%	0%	0%	90%
9.2 How effective are the student leadership structures in your school?	34%	34%	33%	11%	20%	36%	28%	6%
9.3 How often do teachers seek your views about what matters to you?	30%	21%	27%	11%	22%	40%	23%	3%
9.4 How often do teachers seek your views about what matters in your school?	32%	26%	30%	12%	21%	38%	25%	5%
9.5 When the adults in your school make a major decision about the school, how often do students have a say in the decision? [Ask if Year = 4 - 6] **	-	- **	- **	-	-	-	-	-
9.6 How often is student input sought and included on major decisions about your school? [Ask if Year = 7 - 12]	34%	23%	29%	13%	20%	39%	25%	4%

STUDENT ATTENDANCE

FACE TO FACE ATTENDANCE PROCEDURE

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.

REMOTE LEARNING ATTENDANCE PROCEDURE

Our homerooms were delivered by Microsoft Teams each morning and all students needed to be logged in by 8:45am.

The usual homeroom messages, prayer and pastoral check in would be delivered, and the roll marked honour learning management system, SIMON. This was the only official role we kept however teachers were encouraged, to monitor student attendance during live face-to-face learning. There was an expectation of a minimum of 2 face-to-face meetings per class.

Student Expectations and Daily Actions when remote learning.

- Check Daily Messages.
- Check Class Notices for all of your timetabled classes
- Check emails
- Make a plan
- Log on for homeroom via Teams at 8.45am where your homeroom teacher will mark the roll.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	80.0%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	93.5%
Y08	92.9%
Y09	92.5%
Y10	90.9%
Overall average attendance	92.5%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	31.0
VCE Completion Rate	99.0%
VCAL Completion Rate	91.0%

POST-SCHOOL DESTINATIONS AS AT 2021	
Tertiary Study	[psd.bachelor]%
TAFE / VET	[psd.vet]%
Apprenticeship / Traineeship	[psd.apprentice]%
Deferred	[psd.deferred]%
Employment	[psd.employed]%
Other – The category of Other includes both students Looking for Work and those classed as Other	[psd.other]%

Child Safe Standards

Goals & Intended Outcomes

The embedding of policies and commitments into every day practice

- In 2021 SJC underwent a strict VRQA audit in November as did all other Southern region EREA schools.
- The Child safety Committee shared in creating an annual action plan and reviewed throughout the year.
- As an EREA College SJC has partnered with CompliSpace to help address the ever-changing needs around Governance, Risk, Compliance and Policy management. CompliSpace provides an online platform to house all of SJC's policies, procedures and guidelines. This includes our Child Safety policies, procedures and guidelines, all staff have access to this platform.
- On employment at SJC all employees are provided a copy of the EREA Code of Conduct which includes Child Safety Code of Conduct, they are also provided the SJC Child Safety Policy which includes CECV Commitment Statement to Child Safety, SJC Code of Conduct Safeguarding Children and Young People and the SJC Statement of Undertaking Protecting Our Children. Staff are required to sign the SJC Code of Conduct Safeguarding Children and Young People confirming that they have been provided with a copy of the document, this is then held on file. When this was introduced all existing employees were provided with a copy of the policy and required to sign it.
- With the introduction of a new automated pre-induction/acceptance system all contractors and visitors will be provided the SJC Child Safety Policy and associated documents, with a requirement to acknowledge that they have received this information.
- Child Safety is considered and spoken about regularly in staff and curriculum area meetings.
- As part of the SJC excursion approval process risk assessments are required these include questions for consideration of any potential for child safety risks.
- With the necessary move to remote learning child safety and the potential risks associated with students spending more time online was a massive focus area for SJC. With considerable time and energy being put into appropriate child safe guidelines and education for staff, students and families.
- The implementation of the above and many other practices at SJC Child Safety is top of mind with all that we do, from our day to day policies, procedures and guidelines to the recent move to remote learning, Child Safety considerations are paramount.
- SJC Policy 3.9 Child Safety as has been reviewed and updated using the new template from CEM and with the addition of SJC specific requirements. There are changes across multiple areas that incorporate definition changes and greater alignment with the DET (PROTECT: Identifying and responding to all forms of abuse in Victorian schools). The Child safety Committee endorsed the changes before being approved by the College Board.
- Refinement and promotion of our Wellbeing policy.
- Regular discussion of college child safety initiatives at Board/Advisory Council level.

Achievements

Professional learning of teachers, non-teaching staff and volunteers

- All staff completed Mandatory Protection training module.
- Child Safety team exposed to various Moores Legal webinars such as | Maintaining a child safe environment during COVID 19.
- Some staff were able to complete the Identifying and responding to students at risk of family violence PD offered by CEM.
- The development of the SJC Staff Online Learning Code of Conduct.
- The development of the SJC Student online learning Code of Conduct.
- Attendance at the EREA National Safeguarding Conference from Mark Kennedy (DP), Kerry Drever (Head of Student Services) and Sherryn Ross (Risk) Rolf Audrins (HR)

Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'

- PROTECT training was unavailable for most of the year due to CEM being unable to offer however our Child Safe Officers were available to consult. Child safe reps have presented at various staff meetings and read through scenarios provided by CEM and look at healthy ways of protecting our students and following proper procedure.
- All Child safe reps have undergone the official PROTECT training provided by CEM.
- Student Child safe reps writing a more accessible version of the Child Safe Policy, students have created their own version of the PROTECT poster, featuring two gender neutral characters and bearing the message, Who can you reach out to? At SJC you will always be our first priority. You have the right to feel safe and to be safe. The poster has been incorporated in a broad plaque at the reception and entrance to each campus.

Student participation and empowerment strategies

The following was an overview that the VRQA auditor Ian Coffey provided to the CECV.

The approach of St Joseph's College to wellbeing over the past two years has been shadowed by tragedy - the deaths of three current students and one past student by suicide. The loss of these young men has been keenly felt by staff, parent and particularly students. As one student explained:

Obviously, we lost a couple of boys at the school and that was because they were too afraid to talk to others about what they were going through. I think we've really started to understand how important it is to talk to other people.[1]

In the course of the focus discussions, the reviewer came to understand that the culture of the college had changed and was continuing to change. The determination to ensure St Joseph's College was a safe environment pervaded every conversation. Students explained that the school encourages students to speak up. Parents praised the school's proactive and transparent approach, constantly being prepared to call out inappropriate behaviour. Staff said that at the College things were raised, not swept under the carpet.

The thoroughness of the College's documentation, its pastoral structures and its resourcing also testify to the way in which student wellbeing is prioritised. The most compelling evidence of the commitment of St Joseph's College to child safety and wellbeing, however, can be seen in the way in which students have been empowered. Examples of this include:

- student representatives (three) on the Child Safe Committee
- senior student buddy program with Year 7 students
- senior students participation and leadership in the Year 8 Lifechanger program
- student involvement in the organisation and running of Diversity Week
- student leaders conducting restorative conversations with other students
- senior students being part of staff employment panels

In addition to writing a more accessible version of the Child Safe Policy, students have created their own version of the PROTECT poster, featuring two gender neutral characters and bearing the message, Who can you reach out to? At SJC you will always be our first priority. You have the right to feel safe and to be safe. The poster has been incorporated in a broad plaque at the reception and entrance to each campus. The reviewer recognised that a culture of continuous improvement prevailed at the college, especially in relation to student wellbeing. Within the scope of this review, St Joseph's College was compliant in all respects.

Strategies addressing the principle of inclusion

- We committed to being a partner school in the State Government Respectful Relationships initiative. This allows us to use state funding of 4,000 towards college and community initiatives that strive to enhance the way men respect women and combat domestic and gender based violence. Due to COVID we could not have the guest speakers or host the parent evenings we usually do but as you will see in the students wellbeing report we hosted numerous community events all themed around having a positive self-identity and being kind to yourself and others.
- We consolidated our wider Respectful Relationships team including representation from students, parents, non-teaching and teaching staff. We met once per term face to face and via TEAMS and were proud to have successfully implemented the wellbeing and respectful relationships initiatives listed in the student wellbeing report section.
- We launched our 2021 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 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.
- The SJC Toilet Rejuvenation Project continued in 2021 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.

- We also had ten staff take up the invitation to join the online LGBTQIA+ Inclusive Classrooms PD last Wednesday that we promoted at our staff meeting earlier in the term. Feedback below offered by some staff.

Child safety Team/Committee structures

- The purpose of the Child Safety 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.
- In addition, the Department for Health and Human Services (DHHS) states that in complying with the Child Safe Standards, organisations must include the following three principles as part of each standard:
 1. Promoting the cultural safety of Aboriginal and Torres Strait Islander children;
 2. Promoting the cultural safety of children from culturally and/or linguistically diverse backgrounds; and
 3. Promoting the safety of children with a disability.
- The 2021 committee consisted of the following St Joseph College community members and All meetings are chaired by the Deputy Principal Student and Staff Wellbeing. Meetings are held at least once per term in the Careers Room.

Deputy Principal Student and Staff Wellbeing - Mark Kennedy

Head of Student Services - Kerry Drever

Waterford Teacher/Child Safety Officer - Leanne Rivett

Westcourt Teacher/Child Safety Officer - Luke Parsons

Mt Sion Teacher/Child Safety Officer - Kate McLaren

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

Engagement of Families and communities in promoting child safety

- The sign in process at the front office addresses child safety.
- Parent representation on the Child Safe Committee.
- Newsletter articles promoting a Child safe environment.

- Regular discussion at the P&F meetings in School newsletters.
- Welcome Evenings highlight the importance of safety and wellbeing.

Human Resources practices (recruitment, supervision, performance review)

- The College continues to implement the guidance provided by the CECV Guidelines on the Employment of Staff in Catholic Schools. The Guidelines provide information to assist schools to comply with the Victorian Child Safe Standards and Ministerial Order No. 870, and to also ensure that the selection and employment processes used by schools encourage the employment of quality staff and protect schools from claims of discrimination and adverse action. This process is supported through the interview process where referees are asked specific questions:

Have you directly observed the applicant's work with children?

Do you have any concerns about the applicant working directly with children?

Are you comfortable knowing that the applicant might sometimes be working alone with children?

- Edmund Rice Education Australia have also complemented these requirements with their own set of guidelines and directions that St Joseph's College has implemented.
- Pre-employment checks are completed including verification online for the VIT registration and Department of Justice Working With Children (WWC). Proof of completion or application completed for the National Police Record check is also required from non-VIT registered staff, this must be no older than five years and must be renewed after five years. All employees that present a WWC must also present evidence that St Joseph's College has been added to their Dept of Justice profile.
- Suitability for continued employment checks are also conducted regularly to ensure that employees and volunteers of WWC remain valid and have not changed / expired.
- Currently St Joseph's College has introduced an automated pre-induction/acceptance, induction and sign in system that will streamline the process and provide a robust checking regime. This will support all other contractors and visitors on site meeting the basic requirements such as WWC as well as acknowledge the rules for working on site and the Child Safe Code of conduct. It will then be rolled out for employees across both campuses. This will further strengthen St Joseph's procedures.
- St Joseph's College recognises the importance of the recruitment, selection, supervision and review of their employees in creating a child safe environment and through audit and review constantly seeks to identify areas of improvement.

Child safety - Risk Management practices

- All excursions, camps and incursions are required to conduct risk assessments prior to the excursion being approved, this risk assessment includes questions on potential for child safety risks.
- SJC is currently refining its policies, procedures, methods & guidelines of formally reporting (including risk assessments) wider activities within the school environment to emulate systems in place for excursions. For example, SJC are looking to host a Tri school music festival in 2022, whilst potential child safety risks and considerations are being considered as a matter of course we are formalising the requirement for this and appropriate accompanying documentation.

- We have recently implemented a requirement to complete a 'New Technology risk assessment' as per eSafety Commissioner, whereby we are ensuring a child safety focus as part of our considerations of any potential new technology / IT platforms.
- SJC has a 'Child eSafety Committee' who meet regularly and who review all potential new technology / IT platforms. The committee uses the eSafety Commissioner's 'Online safety self-assessment tool' to review our online safety, ie 'Prepare documents 1-5'.
- We communicated to staff to avoid being 1:1 in a College vehicle and if this is unavoidable, students are to sit in the back seat, parents are to be called for permission and it is logged in our 1:1 child safe register.
- Register of staff who transport students 1:1 in cars and 1:1 if on Microsoft Teams. We created a fantastic culture of e-mailing the DP Wellbeing if ever we ended up being 1:1 with a student when teaching remotely.
- Increasing conversation about child safety policy and procedure in staff meetings and required to be an agenda item.
- Reviewing college office spaces and eliminating any concerns of 1:1 conversations in isolation and installing windows and removing frosting.

[1] EREA Adolescent Men's Project Report - St Joseph's College (November 2021), page 22

Leadership & Management

Goals & Intended Outcomes

- increasing the number of staff with formal religious education accreditation
- ensuring that each student shows 12 months growth in AAS / NAPLAN data each year
- enhancing the capability of middle leaders through exposure to senior leadership experiences and additional study
- improving the positive sense of identity in our year eight and senior students through the life changer foundation program along with an increased commitment to student and staff community service
- increased enrolment numbers into year seven from low SES Catholic primary schools

Achievements

Achievements include:

- Students MACCSIS snapshot data shows increased (5+%) in rigorous expectation, student safety, enabling safety and Catholic identity and greatly increased (10%+) in school climate and teacher student relationships. (A similar profile emerges in family snapshot data)
- Increasing the amount of financial support available to encourage the enrolment of low SES families through leveraging the support of the College community
- Enhanced capacity for teaching in remote mode, availability of blended learning options and ongoing provision of learning for students off-site due to pandemic protocols or infection
- Enhanced community profile of diversity week and initiatives promoting inclusivity along with staff professional development in areas related to diversity including gender and sexuality
- Engagement and global learning through initiatives including Edmund Rice education beyond Borders , Victorian Young leaders to India and Victorian Young leaders to China.
- Practical care and support for refugee families, families in crisis including emotional and financial support.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

Brown Collective

During 2021, St Joseph's College invested in the Brown Collective program for middle leaders. The program was led by Dr. Stephen Brown and involved 26 members of the College's middle leadership team. The aim of the program was to increase the leadership capacity of those with leadership positions at St Joseph's.

Initially a LEAP 360 survey was completed where colleagues and direct reports provided feedback on the participant. This feedback was provided to each participant and a one-on-one coaching session was provided to address strengths as well as areas of growth.

Participants then initiated a significant leadership project in their area of work to help utilise what they had learned. Two full days of professional development were provided to the participants with a focus on increasing the leadership capacity in a school environment. Each member presented their leadership project to the group and their progress towards its success. Each member also presented their project to the College Leadership team.

Literacy for Learning

Throughout 2021, St Joseph's continued its commitment to training all teaching staff in the Literacy for Learning program. The course is conducted internally by our trained facilitators and is aimed at improving the literacy standards in all students. The COVID lockdowns limited the number of staff that were able to access this program. Decisions were made to not conduct the program online as we did not wish to compromise on the quality of the program. Fortunately, approximately 25 teachers were able to be involved in the program. This brings the College to approximately 80% of teaching staff that have completed the program. The program involves six modules:

1. Language and literacy in teaching and learning
2. Talking our way into literacy
3. Reading and viewing: Making sense of texts
4. Writing texts that work
5. Language for increasing abstraction and technicality
6. Programming and assessing: Setting up successful frameworks.

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.

Term 2021	Term 2022	Term 2023	Compliance Course Name	Frequency
Term 1	Term 1	Term 1	DET Mandatory Reporting	annual
Term 2			CompliLearn Quick Start Guide	Once off
Term 2	Term 2	Term 2	Asthma & Anaphylaxis Update	Twice / year
Term 4	Term 4	Term 4	Asthma & Anaphylaxis Update	Annual
Term 2	Term 2	Term 2	EREA Code of Conduct 2021	Annual
Term 2	Term 2	Term 2	OH&S (Vic) 2021	Annual
Term 2	Term 2	Term 2	Bullying – Prevention & Management 2020	annual
Term 2		Term 1	Student Duty of Care 2021	Biennial
Term 2	New staff	New staff	SJC Child Safe Code of Conduct	Annual?
Term 3		Term 3	Child Protection 2021	Biennial
Term 4	Term 4		Whistle Blower Program 2021	Biennial
Term 4	Term 4		Privacy 2021	Biennial
Term 4	Term 4		Complaints Handling 2021	Biennial
Term 4		Term 4	HR – Internal Grievance Resolution & Consultation Procedures 2021	Biennial
Term 4		Term 4	HR – Social Media 2021	Biennial
Term 4		Term 4	HR – Confidentiality 2021	Biennial
Term 4		Term 4	HR - Discrimination, Harassment & Bullying 2021 (TBC)	Biennial
Term 4		Term 4	HR - TBA	

Number of teachers who participated in PL in 2021

230

Average expenditure per teacher for PL

\$195

TEACHER SATISFACTION

2021 MACSIS DATA - The data collected through the School Improvement Surveys provide us an opportunity to assess the satisfaction of our staff. During 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 2019 data and the 2021 data. Some of the data is shown below.

School Climate

One area of focus is how staff view the school climate. As can be seen in Figure 1, most areas in this domain were viewed more positively in 2021 than in 2019. This demonstrated a strong culture where staff feel respected and valued. This will remain a key focus moving forward as we look to continue the development of our positive culture at St. Joseph's.

Figure 1

Staff Detailed Results > School Climate Domain

	MACS Average	2019	2021	Negative	2	3	4	Positive	N/A
2.1 On most days, how enthusiastic are the students about being at school?	76%	58%	67%	0%	3%	26%	65%	3%	4%
2.2 How positive are the attitudes of your colleagues?	71%	67%	83%	1%	2%	14%	69%	14%	0%
2.3 How collegial are relationships between staff members at this school?	79%	75%	85%	1%	4%	10%	58%	27%	1%
2.4 How supportive are students in their interactions with one another?	80%	63%	71%	0%	2%	23%	63%	8%	5%
2.5 How often do you see students helping one another without being prompted?	72%	62%	60%	0%	5%	32%	56%	4%	3%
2.6 How respectful are students in this school to staff?	80%	63%	85%	1%	3%	12%	69%	15%	0%
2.7 How respectful are staff in this school to students?	95%	90%	94%	0%	2%	4%	48%	46%	1%
2.8 How orderly does the school environment feel?	79%	77%	83%	0%	1%	16%	56%	27%	0%
2.9 How positive is the working environment at your school?	73%	71%	88%	1%	3%	9%	65%	23%	0%

Staff-Leadership Relationships

An area of concern from the 2019 data was lower than expected results in the Staff-Leadership Relationships domain. Much work has gone in to improving these relationships with all staff over the past 2 years. In 2021, the results improved significantly, demonstrating the work done in this area is having a positive impact. These relationships are one of the key pillars in our organisational culture development and we continue to be creative in the ways in which we can improve these relationships.

Figure 2

Staff Detailed Results > Staff-Leadership Relationships Domain

	MACS Average	2019	2021	Negative	2	3	4	Positive	N/A
3.1 My school leaders are friendly towards me.	92%	72%	93%	1%	1%	5%	47%	46%	0%
3.2 I feel comfortable approaching members of the school leadership team for support.	83%	61%	85%	3%	2%	10%	41%	44%	0%
3.3 Working with the school leadership team at my school motivates me in my role.	69%	49%	65%	2%	5%	25%	39%	26%	3%
3.4 There is trust between school leaders and staff.	71%	53%	77%	2%	3%	18%	47%	29%	0%
3.5 How much do your school leaders care about you as an individual?	75%	54%	72%	3%	3%	22%	35%	36%	1%
3.6 I am confident that the school leaders work in the best interest of the school.	85%	66%	90%	1%	3%	7%	42%	48%	0%
3.7 The school leadership team treats the staff fairly.	76%	60%	80%	2%	4%	13%	45%	35%	1%
3.8 School leaders are supportive when I face challenges at work.	81%	60%	79%	2%	2%	15%	38%	41%	2%
3.9 School leaders are respectful towards me.	90%	77%	92%	1%	2%	6%	39%	53%	0%
3.10 School leaders are understanding when challenges arise in my personal life.	86%	73%	84%	2%	3%	11%	35%	49%	1%

Feedback Domain

An area that was neutral was in the 'feedback domain'. This is not only an area of focus for St. Joseph's College, but appears to be an area that all Catholic schools are having challenges with. To address this, the College has altered the annual review meeting process to ensure all staff are provided with more quality feedback. To conduct this process, EMS360 is used for staff to record their goals in multiple domains. These goals are reviewed by a member of leadership and feedback is provided if needed. Staff continue to reflect on their work towards each of these goals throughout the year and are provided feedback towards the end of the year

by an allocated leader. The hope that this provides accountability for the staff member as well as the leader providing the feedback.

Figure 3

Staff Detailed Results > Feedback Domain		MACS Average	2019	2021	Negative	2	3	4	Positive	N/A
5.1	How often do you receive feedback on your work from school leaders?	33%	23%	20%	17%	27%	36%	18%	2%	1%
5.2	How much feedback do you receive on your work from school leaders?	28%	19%	17%	10%	37%	35%	13%	4%	1%
5.3	How useful do you find the ongoing feedback you receive on your work?	56%	47%	48%	5%	15%	33%	33%	15%	0%
5.4	How well does the feedback you receive cover all aspects of your role?	44%	28%	37%	6%	20%	37%	30%	6%	0%
5.5	How much do you learn from the appraisal processes at your school?	39%	27%	23%	14%	25%	35%	19%	4%	4%

Collaboration in Teams

A key focus has been to improve the amount of collaboration that occurs between colleagues. The College has looked to alter the after-class meeting structure to help this occur. Those leading a meeting have been asked to provide opportunities for professional development and collaboration between staff members, rather than using the time to provide large amounts of information. This has particularly been the case with our 'All Teaching Staff Meetings' as well as our 'Curriculum Domain' meetings. During the 'All Teaching Staff' meetings there is time allocated to collaboration and one of these meetings per term is all allocated to professional development and collaboration in the form of workshops. While these changes have shown improvements in the data (figure 4), there is still room for growth. This could be due to it being difficult to collaborate during the COVID lockdowns. We look forward to the next round of data to determine if the change to meetings is having the desired impact in this area. What is pleasing to see is that staff believe they have adequate time to meet (as shown in figure 5).

Figure 4

11.2	How often does your team discuss student work?	73%	64%	62%	3%	9%	23%	42%	20%	3%
11.3	How often do you use student work as the basis for discussions around teaching decisions?	70%	61%	57%	4%	13%	23%	45%	12%	4%
11.4	How easy is it for your team to access the student data that you need?	76%	63%	60%	3%	8%	27%	43%	17%	1%
11.5	How often does your team discuss student assessment data?	68%	53%	58%	4%	11%	23%	48%	10%	4%
11.6	How often do you use student assessment data as a springboard for discussions about teaching?	66%	54%	57%	5%	11%	24%	48%	9%	4%
11.7	How often do you evaluate curricular materials with your team?	62%	64%	62%	3%	9%	21%	45%	18%	4%
11.8	How often do you discuss lesson plans with your team?	68%	60%	55%	2%	10%	30%	42%	13%	4%
11.9	How often do you discuss specific instructional practices with your team?	66%	56%	63%	2%	8%	25%	50%	13%	3%
11.10	How often do teachers on your team modify their teaching based on data?	65%	55%	54%	3%	8%	32%	43%	11%	4%

Figure 5

Staff Detailed Results > Support for Teams Domain		MACS Average	2019	2021	Negative	2	3	4	Positive	N/A
12.1	How clear have your school leaders been that the purpose of your work as a team is to improve learning and teaching?	76%	57%	63%	1%	7%	28%	44%	18%	2%
12.2	How adequate is the amount of time your team has to meet?	54%	33%	52%	9%	11%	28%	43%	9%	0%
12.3	How consistently do school leaders protect and maintain your team's meeting time?	64%	55%	58%	3%	11%	21%	45%	13%	6%
12.4	When your team makes instructional decisions, how supportive are your school leaders of your team's instructional decisions?	68%	49%	62%	1%	6%	28%	44%	18%	3%

Overall the data has shown many key areas of improvement over the past 2 years which has been welcomed. At St Joseph's we are committed to providing an environment where our students are challenged and able to achieve their goals. St Joseph's is also committed to providing an environment where staff are respected and valued and love turning up to work each day. These two commitments are strongly linked. It is important to continue considering the staff when key decisions are made throughout the College and while the data represents that this is happening, our commitment is to continue to find ways to improve in this area.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	91.9%
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ALL STAFF RETENTION RATE

Staff Retention Rate	87.9%
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TEACHER QUALIFICATIONS

Doctorate	1.9%
Masters	20.0%
Graduate	43.2%
Graduate Certificate	11.6%
Bachelor Degree	89.0%
Advanced Diploma	9.7%
No Qualifications Listed	5.8%

STAFF COMPOSITION

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	180.0
Teaching Staff (FTE)	159.0
Non-Teaching Staff (Headcount)	115.0
Non-Teaching Staff (FTE)	92.7
Indigenous Teaching Staff (Headcount)	2.0

College Community

Goals & Intended Outcomes

The College Strategic Plan outlines the following intended outcomes:

- Encourage engagement with Old Collegians, families and friends of St Joseph's 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 2021 the College Foundation:
 - Celebrated 25 years of the SJC Foundation with a celebration at GMHBA Stadium, with 160 guests in attendance (25 plus 1)
 - Coordinated Annual Giving Appeal in June - 'BE Joeys'. The majority of funds raised to the College Bursary program, which was very successful raising \$102,000. This was particularly successful again given the impact of COVID.
 - Increased Foundation membership to 237 members
 - McNeill Society membership remained at 28 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 2021 the Parents and Friends were again impacted heavily by COVID but managed to hold three successful events throughout the year:
 - The Comedy night was held outdoors in February with 150 guests in attendance on Zampatti oval.
 - The P & F Trivia night was held in May, very successful event with over 200 guests and over \$5k raised on the night.
 - The P & F Fashion Dinner to raise money for St Joseph's Primary School, Kensekka, Uganda was held on 25 November at Mt Duneed Estate. Over 300 guests and \$25,000 was raised on the night for this community.
- In 2021 the SJC Old Collegians Association:
 - Committed \$20,000 towards the SJC Bursary Fund.
 - Raised over \$30,000 at the SJC Golf Day with 260 guests in attendance at 13th Beach in Barwon Heads.

- Hosted numerous online activities to welcome Alumni back to SJC, including the remembrance mass in November.
- Hosted a Zoom 50-year reunion for the class on 1971.

- In 2021 the Josephine's:
 - Celebrated 23 years the Josephine's.
 - The Annual dinner was held at Truffleduck with 160 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
- The Foundation celebrated 25 years (Plus 1) in 2021. A great function with guests at GMHBA stadium, all Foundation members received a gift pack with 25 year timeline, foundation pen and member listing thanking everyone for their support.
- The SJOCA and provided financial support of \$25,000 in funding for the St Joseph's Football Netball Club major fundraiser in June 2021.

PARENT SATISFACTION

Throughout 2021, the parent community were asked to be involved in the MACSSIS Survey. This provided important data for the College leadership team to analyse. It was pleasing to see that across most domains, the overall positive endorsement had improved from the 2019 data and in most cases was above the MACS average data. Below is a summary of the 2021 data.

Family Engagement

Due to imposed COVID restrictions, it was difficult to hold events where families were able to be on-site. This resulted in most of the College's events to occur online, making it challenging to engage the College community. Despite this, it is pleasing to see some improvements in this area compared to the 2019 data. As can be seen in figure 1 families are responding positively to the College and continue to feel engaged in their child's learning.

It is clear from figure 1 that families are wishing to have more conversations with the teachers and College leaders about their child's learning and wellbeing. As we move into fewer

restrictions, the intention is to invite our families back on-site to participate in these important conversations.

Figure 1

Family Detailed Results > Family Engagement Domain

	MACS Average	2019	2021	Negative	2	3	4	Positive
1.1 In the past year, how often have you communicated with teachers at your child's school?	19%	25%	27%	10%	27%	35%	25%	2%
1.2 How involved have you been with a parent group(s) at your child's school?	9%	4%	10%	49%	27%	14%	10%	0%
1.3 In the past year, how often have you positively discussed your child's school with other parents from the school?	20%	29%	38%	17%	23%	21%	32%	6%
1.4 How well do teachers at the school support you to engage with your child's learning?	50%	54%	55%	6%	16%	22%	35%	20%
1.5 Based on your experience with the school, how likely are you to recommend the school to prospective families?	79%	75%	81%	2%	8%	8%	17%	65%
1.6 In the past year, how often have you contributed to a learning experience, event or initiative at your child's school?	8%	8%	8%	44%	31%	17%	6%	2%
1.7 In the past year, how often have you participated in conversations with your child's school about their learning or wellbeing?	17%	33%	23%	9%	36%	32%	15%	9%
1.8 How often do teachers seek your expertise and knowledge of your child and their learning?	22%	- **	14%	31%	22%	33%	8%	6%

School Fit

St Joseph's aims to be a school that provides a safe environment where students are challenged and able to achieve their goals in all fields. It was pleasing to see the amount of positive data in the 'School Fit' domain. Figure 2 shows that in 2021 there were significant improvements in all bar one category from the 2019 results. The results show that families believe that St Joseph's is a good fit for their child and that the learning experiences offered by the College are meeting the expectations of the parent community.

Figure 2

Family Detailed Results > School Fit Domain

	MACS Average	2019	2021	Negative	2	3	4	Positive
3.1 How well do you feel the school is preparing your child for the next school year?	64%	54%	76%	0%	10%	14%	46%	30%
3.2 To what extent does your child feel they belong at this school?	65%	58%	72%	0%	4%	24%	48%	24%
3.3 How well does the school's overall approach to discipline work for your child?	74%	75%	76%	4%	6%	14%	36%	40%
3.4 How well does the school consider your family's cultural background?	68%	83%	76%	4%	8%	12%	43%	33%
3.5 How well do the classroom learning experiences offered at the school match your child's interests?	59%	63%	72%	2%	6%	20%	56%	16%
3.6 How comfortable is your child in asking for help from school adults?	56%	50%	54%	0%	14%	32%	34%	20%
3.7 How well do your child's teachers meet your child's learning needs?	68%	63%	76%	0%	4%	20%	50%	26%

School Climate

The results in Figure 3 show that families are satisfied with the culture that has been developed at St Joseph's College. Of particular note is that families have responded in an overwhelmingly positive manner with regard to respect between both staff and students.

Figure 3

Student Safety

Student safety is a key area of focus at St Joseph's College. As can be seen in figure 4, there have been significant improvements in child safety. It is important to note that families believe that the students at St Joseph's demonstrate respect for each other and that it is quite easy for students to seek help from an adult. This has been important in developing a child safe culture at St Joseph's.

Figure 4

Family Detailed Results > Student Safety Domain

	MACS Average	2019	2021	Negative	2	3	4	Positive
5.1 How often do students demonstrate respect for one another?	76%	25%	80%	0%	2%	18%	63%	16%
5.2 How likely is it that a student at this school would be bullied online by someone from the school? (Reverse scored)	61%	63%	62%	2%	8%	28%	46%	16%
5.3 How likely is it that a student at this school would be bullied at school? (Reverse scored)	61%	46%	55%	4%	6%	35%	43%	12%
5.4 If a student is bullied in school, how difficult is it for him / her to get help from an adult? (Reverse scored)	60%	61%	76%	2%	12%	10%	31%	45%
5.5 How often might there be physical conflict between students at this school? (Reverse scored)	75%	71%	73%	0%	6%	21%	42%	31%
5.6 How well do you understand the school's approach to the care and safety of students?	59%	- **	60%	2%	10%	28%	46%	14%
5.7 How likely is it that staff at this school would notice if something isn't right with your child?	48%	- **	52%	0%	12%	36%	34%	18%

Overall, the 2021 data has shown significant improvements in many areas from the 2019 data and has remained positive in many others. As we move towards the easing of COVID restrictions, it will be important to manage the transition for staff, students and families. As students return to face-to-face learning all the time, the College will need to continue the support to all members of the College community.

Future Directions

Our strategic plan is current until the end of 2022. During 2022, we will commence planning the development of its next iteration. It should include:

- Alignment of college-level operational structures with changes to EREA governance structures
- The finalisation of an updated master plan
- Ongoing commitment to modernise existing facilities
- Extended focus on learning including contemporary models of blended learning
- An emphasis on child safe culture
- Ongoing and enhanced focus on literacy
- Enhanced focus on the use of data to support practice
- Renewed relationship with Deakin University
- Maintenance of our commitment to being a place of inclusion with deep roots into our immediate and extended community
- Succession planning for all middle and senior leadership roles
- Evaluation of our learning from remote learning periods