



St Joseph's College
Newtown

2020

Annual Report to the School Community



ST JOSEPH'S COLLEGE GEELONG

ANNUAL REPORT

2020

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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 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*; and
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School,

except those aspects of the governance minimum standard and of the Ministerial Order 870 which are the responsibility of the governing body of St Joseph's College, in respect of which the Board of the Trustees of Edmund Rice Education Australia is undertaking work to ensure compliance.

26/05/2021

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 College Vision

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

Our Mission

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

Our Commitment

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

College Overview

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

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

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

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

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

We provide the opportunity for all students to participate in a broad, innovative and well balanced curriculum, based on the Key Learning Areas: Religious Education, The Arts - Design, Creative and Performing, English, Health and Physical Education, Languages - Italian and Chinese, Mathematics, Science, Business Studies, Humanities, Food Technology, Information, Materials and Systems.

Year 7 students are assisted in the transition to secondary school by maintaining stable class groups throughout the year for all subjects. Our Pastoral Care program includes group activities, a camp and the Peer Support Program where Year 10s help the younger boys to settle in. This allows Year 7 students to develop confidence in their new school and provides an understanding of their subject options in following years.

Students in Year 8 will continue to experience a range of subjects from each of the Curriculum Domains, building on from the Year 7 program. Students will undertake 7 core subjects as well as have the opportunity to select subjects of their own choice from The Arts and Technology curriculum domains.

The journey of the Year 9 students continues at our Westcourt Campus where boys participate in an inclusive and innovative curriculum. Based on research and discussion with other schools, we are confident that the boys' transition back to Senior School will be enhanced by the increased confidence and awareness gained from their sense of belonging to the year level and of the gifts they bring to the group.

Year 10 students have the opportunity to build an individual pathway into their senior years of schooling. Within the Year 10 program, students are able to undertake work experience, community service and many extra-curricular activities. As well as a strong and varied Year 10 program, students can apply to undertake a specialist Vocational Education and Training (VET) subject and/or a Victorian Certificate of Education (VCE) subject

A diverse range of VCE units is offered at either St Joseph's College, Sacred Heart College or Clonard College. Curriculum is also enhanced and career opportunities broadened with a variety of Vocational Educational and Training (VET) units that can be completed in conjunction with schools or with the Gordon Institute of TAFE. Students also have the option to enrol in the Victorian Certificate of Applied Learning (VCAL) or to complete School Based Apprenticeships. The addition of the Joseph Innovation Trade Training Centre has widened learning opportunities for students in their senior Years at SJC.

Principal's Report

In 2020 the global pandemic, the untimely deaths of students, state-wide lockdowns, remote learning and an economic recession had significant influence on the College. Students continued to learn and achieve, sometimes with methods and outcomes that would never have been envisaged prior.

Our opening (and only) Mass of the year was held in February with the theme 'listen to what the spirit is saying'. Our commitment to the marginalised continued but in financial and human terms was diminished by the cancellation of Edmund Rice day and students missing many opportunities for service learning due to off-site schooling. New opportunities however arose with staff unable to work at home onsite preparing meals for families in need.

In an attempt to further integrate and codify learning throughout the school the 'St Joseph's framework for Learning' was launched. Agile and creative thinking was required as remote learning was imposed. A mixture of platforms and a combination of 'realtime' and 'anytime' learning was remarkably effective, although not universally so across the cohort.

Online Parent Student teacher interviews were introduced and remotely attended community events provided connection. Our community groups continued to be active with a renewed focus on generating funds to support bursaries with the 'A step toward his Future' campaign raising 100k.

Coinciding with the early months of the pandemic two current students and one immediate former student died by suicide. Our staff and students demonstrated a powerful capacity to empathise with and support each other. This provided the impetus for a review of our well-being priorities and saw the addition of both proactive and reactive content and programs focused on supporting student mental health.

Child safety, Indigenous reconciliation and sustainability remained the focus with the planting of endemic species and student participation in the School Strike for Climate. Reconciliation was prominent with the formal launch of the Possum Skin Cloak and the development and implementation of our Reconciliation Action Plan.

Our child safety team continued to move us from compliance toward a culture of child safety. Assisting in this was the development of a student friendly version of our childsafe policy and documentation.

Church Authority Report

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

We are committed to education that:

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

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

College Board Report

This year has been a challenging year for all of us with the Board being no exception. The Board has continued to operate with meetings being held remotely. While this has presented challenges at times, it has enabled the Board to continue to work with the school to ensure we provide support and assistance over many areas.

The Board has been extremely supportive of the school in its approach and work in the remote learning area which needed to be put in place at short notice. The school has done a wonderful job of continuing to provide quality education in difficult circumstances.

Another difficult challenge was the death of two students earlier in the year. Such a tragic loss. Our hearts went out to the families and friends of the boys. The Board has been supportive of staff and students during these difficult times. The work undertaken by our staff to support our students in the area of mental health has been amazing.

This year we also saw the completion of our Performing Arts Centre upgrade which has provided a great space for the school.

Sadly we farewell three Board members this year. Jamie Crough has been a member of the Finance and planning subcommittee for a number of years before joining the Board in 2020. Jamie has been of great assistance in making the complex financial systems seem simple.

Mark Nicholls has been a Board member for eight years and for much of that time he has been a member of the Board Executive. As an Old Collegian he has a passion for ensuring St Joseph's continues to thrive and he has added greatly to our Board discussions.

Br Roger Cripps has been a faithful contributor to our Board and College for 13 years. As an experienced Principal, Roger's priorities were always the wellbeing of the students.

We wish Jamie, Mark and Roger well and sincerely thank them for their generous support of St Joseph's College.

I would like to thank and acknowledge 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 Michelle Brodrick and Mark Kennedy, Business Manager Andrew Dowd, Assistant Adele Watt and College Leaders for their willingness to make this College so successful in 2020.

On behalf of the board I wish you all a safe New Year.

Joanne van Slageren, Board Chairperson

Education in Faith

Goals & Intended Outcomes

- To Audit current reporting of Religious Education Yr 7-10 PBL assessment to reflect MACS (Melbourne Archdiocese Catholic Schools) Assessment Standards.
- To engage students and staff in inter-faith dialogue.
- To promote the importance of Aboriginal and Torres Strait culture and spirituality to students and the community. To further, develop knowledge and understanding of Aboriginal and Torres Strait Islander people, culture and histories promoting pride and respect through staff PD and curriculum
- Provide opportunities to bring the college together as a faith community while remote learning for liturgical celebrations.
- To enhance the Catholic Identity of our staff and students.
- To provide alternate ways to engage in Service Learning, social justice and advocacy opportunities during COVID lockdown times while remote learning.
- To provide bereavement support pastorally to students, staff and families.
- To develop student skills in advocacy, particularly in relation to ecological sustainability in a remote learning setting.

Achievements

1. Applied for and received a MACS 'Partnering to Learn,' grant which forms a regional partnership of local Geelong Catholic Colleges to bear fruit for immediate and long-term achievements for Religious Education goals with positive impacts within each unique setting. PD and planning time provided for RE Teams to adjust reporting to reflect achievement standards and evaluate current reporting language. Staff collaborated and adjusted reporting rubrics.

2. Applied for and received an Intercultural Understanding Grant with 'Together for Humanity' and the JMCA (Christian, Jewish, Muslim, Association). Created and ICUP working party to begin process of forward planning for 2021 and creating an action plan. Theme for 2021 'Living the Golden Rule' in the 'Year of St Joseph'. Began the process of creating a 'Building Bridges Program' for 2021 for students to be engaged in intercultural and interfaith dialogue with schools with diversity in cultures and other religions.

3. Created a Narragunnawali St Joseph's Reconciliation Action Plan (RAP) Some actions achieved include:

- Whole staff PD First Peoples Narrative Workshop with Kathy Travis which engaged staff to then select further PD opportunities.
- Auditing the curriculum for Aboriginal and Torres Strait Islander perspectives
- Begin planning for a Year 9 Aboriginal and Torres Strait Islander Spirituality Project

- Starting an Aboriginal and Torres Strait Islander Homeroom gathering once a week to connect with our Koori Education Worker Sue Collins and our Aboriginal and Torres Strait Islander Coordinator.
- Completing the possum skin cloak project connecting our Aboriginal and Torres Strait Islander students to culture and country, which will be ongoing as new students join the college.

4. We had to innovatively in create online, live and recorded prayers and liturgies to bring the college together as a faith community while remote learning for liturgical celebrations.

5. To enhance staff catholic identity we have planned a Spirituality/Identity PD day for Term 3 2021 based on our interfaith dialogue theme, 'Living the Golden Rule'. Circulation of accreditation PD opportunities. Reflective and educative religious material/zooms/webinars shared to promote staff professional and personal formation.

6. We were able to be innovative and create new ways to provide alternate ways to engage in Service Learning, social justice and advocacy opportunities during COVID lock down times while remote learning. Some examples include:

- Vinnies Winter Sleep Out at home in your backyard, 300 participated.
- Supplying pantry items and cooking meals for Geelong based OneCare program
- Yr 8 kindness Project for their Year 8 Renewal

7. We had a great need to provide bereavement support pastorally to students, staff and families in 2020. Together the Leadership team, CIRT team, Wellbeing Team/Wellness- College Clinicians and Identity Team along with a variety of external agencies supported our community through this tragic time of two of our students and a former student dying from suicide. We applied for a Chaplaincy grant for 2021 to help provide ongoing support for the wellbeing of students in 2021.

8. We developed student skills in advocacy, particularly in relation to ecological sustainability in a remote learning setting by engaging student voice by participating in the National ERA (Edmund Rice Advocacy) Online 28 days for Climate campaign. Yr 12 student Lachlan Kelly was our national representative in this initiative.

We also participated in an Online Edmund Rice Campaign during a challenging year financially for many.

VALUE ADDED

1. More accurate reporting of Religious Education outcomes to reflect MACS Assessment Standards. Active collaboration and professional dialogue and support between the partnership colleges St Joseph's, Sacred Heart, Clonard and St Ignatius.

2. Interfaith dialogue is a key area that EREA support and connects strongly to our Touchstones of Inclusive Community, Justice and Solidarity, Gospel Spirituality and Liberating Education.

3. St Joseph's College is committed to the achievement of authentic reconciliation, justice, equity and healing through acknowledgement and practice of Aboriginal and Torres Strait Islander knowing.

Through the lenses of Respect, Relationships and Opportunities, St Joseph's College strives to support Aboriginal and Torres Strait Islander students and staff members, to build cultural safety across the organisation, and to respectfully embed Aboriginal and Torres Strait Islander perspectives into our practice.

It is the goal of the St Joseph's College Reconciliation Action Plan to determine actions to be carried out by the College and to promote and engage with reconciliation through the Narragunnawali RAP process.

Learning & Teaching

Goals & Intended Outcomes

St Joseph's College continues to work towards creating inclusive and student centred classrooms that contain engaging and innovative learning experiences for all students. Students are taught a variety of skills, not only subject related but also skills to help them become life-long learners. Enterprise skills such as communication, collaboration and leadership are explicitly taught and assessed in all classes and students are encouraged to show Agency through reflection and management of their own learning.

The Learning goals in 2020 were to develop in the following:

- Further develop links to the SJC Learning Framework
- Continued professional development and training in Literacy
- Further professional learning in the development of student centred teaching and learning in all subject areas
- Implementation of Project Based Learning to elective subjects and Problem Based Learning to Mathematics across Years 7-10
- Increased skills in blended learning across Year 11 and 12
- Consolidation of Learning platforms across the school

Achievements

The sub-school structure implemented in 2019 further strengthened the culture and 2020 began with a revisiting of the Learning and Behavioural Norms for students. The norms created consistent expectations in wellbeing, behaviour and learning in our Waterford, Westcourt and Mt. Sion sub-schools.

Professional Practice meetings continued to allow staff to focus on their practice in the classroom and work on increasing student engagement and skills. Annual goals were set by staff and these were placed into the new online Annual Review Meeting process. Staff used student data to inform their goal setting and determine the focus of their action research cycles. They then linked these to High Impact Teaching Strategies (HITS), literacy, student-centred learning and data analysis. Reflection on the process and success of these strategies formed the basis of the Annual Reviews and made it an ongoing and more meaningful process for staff and their mentors.

Workshops for all staff in the middle of each term supported the development of skills for all. They focused on the HITS, Literacy for Learning strategies and teaching, Project Based Learning (PBL) skills and student centred teaching and the use of data to improve learning. The workshops were run by various members of the school and show-cased the expertise in these areas.

COVID19 disrupted many of the goals and planning for 2020. However, it did allow staff and students to develop considerable new skills in technology and the remote delivery of curriculum. Teachers rapidly adapted their lessons and curriculum to suit online delivery and were supported by the hard work of the ICT team and Technology coaches and leaders. An enormous amount of supporting material was developed and communicated to staff, students and parents in regard to the two periods of remote learning. Whilst nothing will replace the relationships that can be developed in the classroom, there were some positives in learning remotely for staff and students alike. This has led to an ongoing investigation into how a version

of remote learning could be implemented to the college in the future to improve learning outcomes for all students.

Literacy continued to be a focus across all subject areas. We have in place a rigorous and effective approach of explicit teaching, which supports continual improvement. The aim is to provide learning with clear purpose and connection to the 21st century as a means of improving student engagement and ownership of their learning.

Literacy continued to be an important element in the teaching of students during remote learning. Teaching staff encouraged students to continue their individual reading and writing journey whilst learning from home. This was challenging, but also created great opportunities for students to become more independent in their learning.

After remote learning the next intake of teachers began their training in the Literacy for Learning program. The program promotes an integrated whole-school approach that allows all those participating to become effective teachers of literacy across their curriculum area. It also encourages the assessment of learning to be rich and varied, using explicit literacy strategies.

There has been continued success of both the Levelled Literacy Intervention program and NIXOR Literacy and NIXOR Numeracy Programs offered to those Year 7, 8 and 9 students who have been identified as requiring support with the reading process, particularly with comprehension, decoding and reading for meaning as well as with their skills in Mathematics.

Successful initiatives for Waterford students included fortnightly visits to the library, where they were encouraged to utilise library staff to support book borrowing from different genres as well as time to read quietly in a positive learning space. Success has also come with staff sharing knowledge, both in a formal and informal setting of how they implement literacy into their classroom teaching.

Developing the Reading Room at the Edmund Rice campus library was a significant achievement. The fiction collections are now displayed in a more inviting and engaging way and the Reading Room is a beautiful space for browsing and silent reading, very popular with students during class time and break times. Creating the Reading Room enabled all areas of the library to be reorganised, with improved functionality and access. Borrowing has increased significantly at both campuses and statistics demonstrate that there is increased usage of all collections, print and digital.

In 2020, the Project Based Learning framework continued to inform teaching and learning practises from years 7-10. PBL is a learner centred pedagogy and follows the Victorian Curriculum whilst explicitly teaching and nurturing students' Enterprise skills. Collaboration, Presentation, Digital technology, Agency and Critical/Creative thinking featured on reports as assessable criteria and rubrics across a number of subjects were refined to have a narrower focus on core skills depending on the unit and context. One specific goal within the Waterford learning community was to build familiarity and understanding around these terms and encourage student reflection on their progress in these areas, particularly through online forms and surveys, during Zoom conferences and within collaborative spaces like Microsoft Teams and One Note.

In undertaking project reviews, teams revisited and updated Toolkit documentation and began the process of migrating resources onto SharePoint. A fortuitous by-product of remote learning was that staff groups were able to identify the strengths, weaknesses and opportunities presented in long term/outdated projects in their curriculum area, and make significant improvements to ensure students had voice and choice and greater flexibility when accessing and producing work. Teachers were able to share pedagogical approaches, resources and troubleshooting tactics to

support one another in an unprecedented manner, with Teams channels and groups utilising new spaces to communicate with and inspire one another.

An ongoing goal for 2020 and beyond was to recognise avenues for authentic connections with our local community, as PBL projects are designed to have clear links to real world scenarios, skills and problems. At the conclusion of a unit of work, the projects typically steer students towards constructing a product and ideally, presenting their work to a wider audience beyond their peers in each of their subject areas.

During the remote period, PBL meetings and professional staff development sessions were primarily online in the form of workshops. The major foci and topics included facilitating remote/online collaboration, targeting student agency while working from home and refining projects to meet the demands of flipped and blended learning environments. Additional staff were PBL trained, leaving only a minor number of teachers to induct in the near future. LOTE, Arts/Technology and Maths faculties continued the process of planning their first projects for 2021. New staff to the college in 2021 were targeted for induction into the PBL 101 program and trainers progressed through their badging course, despite the challenges presented by COVID restrictions and interruptions.

In what was an incredibly challenging year for all students in Victoria, Waterford students and staff rose to the challenges of online learning. The rapid shift to remote learning was a challenge initially for both students - particularly our new year 7s - and teachers adapting to online platforms of delivery and aside from some initial teething issues, uncovered amazing creativity and resilience. Waterford students demonstrated incredible skill in being able to learn content both in 'Real' and 'Any' time learning models, which led to the boys becoming learners that are far more independent. Waterford staff also learnt a huge amount about the possibilities and capabilities of technology. An amazing content library of websites, teacher-created video lessons, online worksheets and quizzes alongside hours of overcoming the challenges of delivering lessons over Zoom has led to an incredibly skilled group of teachers. The collegiality and support provided to one another throughout this year was a testament to the staff in Waterford. Upon returning to the classroom, Waterford teachers have found the many challenges of 2020 has undoubtedly improved teacher practice and use of technology and made us appreciate the joys of being back face-to-face with our students.

The Year 9 English text, Road to Winter came alive for students in 2020...it's all about a deadly virus that takes over the world! With much of the year spent in remote learning, Westcourt staff took the opportunity to learn new skills, many of which carried over into the classroom. In particular, a regular feature now is the recording of podcasts, which can be accessed anytime by students who are absent from class or when revising for exams. A focus this year was on mental health and issues around masculinity, with students participating in high quality and engaging sessions from outside presenters.

The 2020 Year 12 cohort had a particularly challenging year but showed amazing resilience and initiative. VCAA mandated changes to some study designs and to some assessment, with online assessment being delivered in most subjects for some SACs. We also had some VCE lectures being delivered online. This took place in Maths, Biology, History, Legal Studies and Physics. The effects of COVID also meant that consideration needed to be given to all students across the year level in regards to their achievement levels and the effect COVID19 may have had on families and individuals. Regardless of this extra pressure, the 2020 cohort achieved some excellent results with Clancy Hehir being the Dux of the college with 99.65, which included a perfect score of 50 in Literature. Results overall at Mt Sion again proved to be positive for the cohort. Over 30 of our VCAL students were successful in gaining apprenticeships and taking their

first steps into the full-time workforce. Our VCE results were again sound with 9.5% of the cohort achieving an ATAR of 90 or above. Remote learning was a challenge for the students in Mt Sion but as a College we are proud of how the students and staff adapted to a challenging year.

A STEM based curriculum initiative was developed and implemented for Year 10 students at SJC. The school's vision has been to offer a truly immersive, engineering orientated STEM experience for students. In order to achieve this vision, the traditional mainstream Mathematical Methods and Physics pathway has been replaced with a STEM based unit at Year 10. The curriculum requirements for these core study areas (as well as incorporating elements from design, programming and system engineering disciplines) have been merged into a single, engineering focussed, unit of work. It is significant to reflect on the fact that the STEM option is not a supplementary study option, but rather, it is a new and exciting means to more effectively deliver core curriculum. The two classes that ran in 2020 have educational delivery systems that are based on the philosophy that engineering challenges stimulate the mind and develop effective (life-long) problem solving skills.

As part of the Victorian Certificate of Applied Learning there were a number of new initiatives introduced for 2020. For students in Year 11 these included a variety of applied learning projects such as a Corryong Bushfire Relief Camp and Crazy Ideas College - Social Innovation. All of the projects were designed to develop both their 'soft' skills such as communication, initiative, teamwork, leadership and work ethic along with practical skills to ensure that students could either move into Year 12 and be an active contributor in their final year of schooling or join the workforce in the field of their choice. Students in Year 12 focused on being work ready and many worked towards gaining an apprenticeship or full time work through their SWL arrangement. The students also completed the Health and Wellness Program designed to enable boys to make healthy decisions moving forward. They took part in the subject Food and Events, which focused on delivering a range of services such as operating the café, catering for school events, making homemade produce and cooking for the school care group. Over 30 Year 11 and 12 students were offered full time apprenticeships in 2020.

The Creative Technology team was fundamental in supporting the transition to remote learning through innovative teaching practices, guides and training. Our Student Texpert program continued and was important in providing student voice and feedback during both remote and face-to-face learning periods, as well as extra-curricular activities for interested students. In response to curriculum needs, with the support of ICT, digital handbooks and digitalised forms were set-up to support subject selection and service learning. A unified approach was envisioned, proposed and adopted in regards to learning platforms and resource management through the implementation and rollout of Microsoft SharePoint, Teams and OneNote with the support of the Digital Learning Leaders. The staged rollout began with Westcourt in 2020/21 and will continue into the Edmund Rice Campus in 2021/22.

As an eSmart school, we continued to use the latest resources to review our curriculum, consider risks associated with the technologies we use and improve our education program for students, staff and our wider community. In conjunction with the wellbeing team, we facilitated the digital webinar 'Supporting Adolescents to make Positive, Safe and Responsibility choices online' with presentations from the eSafety Commissioner and team, as well as Headspace.

Our continued partnership with the Geelong Tech School, brought many staff training and innovative student learning opportunities including a replacement for the cancelled Year 9 camp, student ambassador program and many learning streams in science, STEAM and technology. Maker Technologies continued to grow through training in CAD modelling, 3D printing and Laser

Cutting taking place across the curriculum in particular within the Technology, Arts and VCAL curriculum areas.

While 2020 proved to be challenging in many respects, it did not stop an enormous amount of achievement across the college in the sphere of learning and teaching. We successfully achieved our Learning goals and were able to learn new skills through our remote learning experiences.

STUDENT LEARNING OUTCOMES

Other means of assessment used for 2020 included On Demand testing at Years 7-10 and AAS testing for our Year 8 cohort and for our incoming Year 6 students.

MEDIAN NAPLAN RESULTS FOR YEAR 9 *

Year 9 Grammar & Punctuation	
Year 9 Numeracy	
Year 9 Reading	
Year 9 Spelling	
Year 9 Writing	

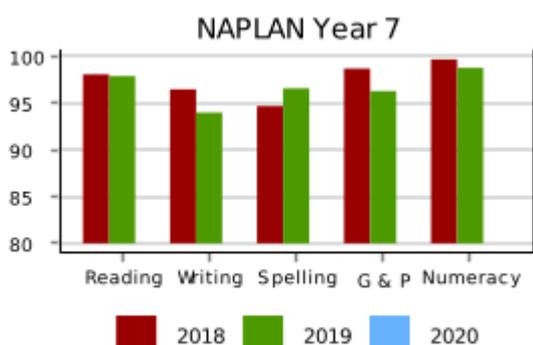
* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 07 Grammar & Punctuation	98.7	96.3	-2.4		
YR 07 Numeracy	99.7	98.8	-0.9		
YR 07 Reading	98.1	97.9	-0.2		
YR 07 Spelling	94.7	96.6	1.9		
YR 07 Writing	96.5	94.0	-2.5		
YR 09 Grammar & Punctuation	97.8	95.2	-2.6		
YR 09 Numeracy	97.2	100.0	2.8		
YR 09 Reading	93.8	96.2	2.4		
YR 09 Spelling	91.3	92.0	0.7		
YR 09 Writing	81.7	89.6	7.9		

* 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 promote student voice.
- Review current student management processes to provide opportunities for targeted staff professional learning on classroom behaviour management.
- Ensure commitment to staff 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

The words unprecedented, lock down, cases, quarantine and social distancing have been words that have dominated our vocabulary this year, but I feel the word 'wellbeing' is right up there with them. Whilst this year has presented many challenges for us as a community I feel the wellbeing of our students, staff and families has been at the top of the list with any of the college's deliberations, decisions, responses and initiatives we have made. COVID-19 has not allowed us to gather and communicate key messages and instructions to our students and we have spent nearly as much time learning from home as on site, but we still believe there has been a positive shift in the culture at St Joseph's especially when it comes to looking out for our own and other's physical and mental wellbeing.

We are especially proud of the student voice and the positive impact they have had on each other. The sad and unfortunate deaths by suicide of Tom Barnett (Year 11), Louie Shearman (former student - Year 11) and Abraham Knox (Year 9) brought upon much grief and trauma in our community which had such a widespread impact on our student body. It was at this point that many students took a stance and called cricket pavilion lunchtime meetings where they demanded better standards of each other, especially when it comes to speaking up, sharing their vulnerabilities and showing general support for each other. The theme "Strong in Mind, Gentle in Heart is the motto the boys take with them when they speak to the younger and future Joey's boys.

2020 has 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. 2020 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. Finally, SJC will continue to strive to create positive respectful cultures and embed student wellbeing in all aspects of school life. That is through the connection

of the learning environment, the curriculum and pedagogy, our policies, procedures and partnerships, enabling all to live life to the full - (John 10:10).

VALUE ADDED

- In remote learning our senior leaders have set the tone of our new expectations to their peers which can viewed on the link - <http://www.youtube.com/embed/u5Odk1d8Gw?autoplay=1>. The consistent message is that we are working extremely hard to ensure we have processes in place that will keep people safe at school whilst maintaining our focus on student wellbeing and support
- Headspace led online presentations helping the Year 11 and 12 boys understand ways of supporting each other in tough times, reading the signs of friends in distress and self-care. The themes came some of Tom Barnett and Louie Shearman's friends.
- We had originally intended on these sessions being delivered early term 2 during renewals and in seminar week but were postponed with the COVID-19 restrictions. The advice from Headspace is that we should only offer sessions of this manner in a school setting when extra supports can be made available from teachers and councillors which they were on Monday.
- Dr Chris Hall, a motivational speaker, will lead another online presentation on Monday June 15 in the Wellbeing period focusing on overcoming adversity, stress management and resilience. This will involve all Year 10, 11 and 12 students and hopefully help our students plan for a positive and proactive semester 2.
- These presentations were dapted to suit our Westcourt and Waterford students when they returned and settled back into their face to face classes.
- The Year 11s all appreciated their Posisocks which were gifted to them from the College with key personal messages from founder and CEO Trent Cotchin.
- Our old boys teamed up and created uplifting and inspiring videos of support that complimented their movement towards being more open about their feelings and encouraging help seeking in and amongst the strong SJC community.
- The Mullets for Mental Health took off in term 3 remote learning and our students were able to raise close to \$30,000 *for suicide prevention and awareness through The Black Dog Institute.*
- The SJC Toilet Rejuvenation Project has commenced and the College is reimagining the toilet facilities through the use of inspirational quotes, functional artwork and colour psychology.
- Our VCAL department made a healthy partnership with Barwon Health which involved the Year 12 VCAL students completing a unit of work of men's mental health and contributing to the **#shakaupformental health campaign**.
- The Movement program 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. This program certainly added great benefit in our remote learning 2.0

and even showcased guest participants where our Principal and Deputy Principal were put through their paces.

- 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."
- We had a great response to the webinar "**Supporting Adolescents to Make Positive, Safe and Responsible Choices on Line.**" **That we hosted.** It was very insightful and helped both educators and parents understand the supports we are provided by the eSafety Commissioner who took the time to personally speak in the webinar.
- Likewise, the **special screening premier of the film 'Angst'** also proved to be an amazing experience for all involved. This was another opportunity for our families to sit with their sons and learn more about the anxiety that occurs in our in our lives.
- To help strengthen this school connectedness and positive thinking **Peer Support Australia** provided a series of [free webinars for parents and school leaders](#) with adolescent psychologist **Andrew Fuller**. This was a great opportunity for our community to engage and build own understanding of wellbeing in the comforts of their own home or office.
- The headspace Schools Be You team also offered our SJC families a range of on line parent information sessions on Understanding Grief and Loss in Adolescents. These parent sessions aimed to assist parents to:
 - Recognise what grief might look like in adolescents
 - Understand bereavement after suicide
 - Practical strategies for parents to support a young person who is grieving
 - Identify signs of difficulties and when and where to seek professional support
- We hosted our first comfortable clothes day at SJC. The theme was to be comfortable with who we are and what we wear. This was to show the community that we are all in this together and that we all value each other's individualism.

STUDENT SATISFACTION

SJC sent out continuous surveys about the student's remote learning, These surveys were seeking direction for their learning styles and habits and were also used to check in on their wellbeing. Our surveys also called for student input into the types of wellbeing program programs and activities that they were keen to see in their classes. Many of the listed proactive initiatives were derived from our student data.

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 organizations 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 on SIMON. This was the only official role we kept but teachers were encouraged

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	83.5%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	93.7%
Y08	92.7%
Y09	91.4%
Y10	90.4%
Overall average attendance	92.1%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	31.0
VCE Completion Rate	99.0%
VCAL Completion Rate	84.0%

POST-SCHOOL DESTINATIONS AS AT 2020	
Tertiary Study	null%
TAFE / VET	null%
Apprenticeship / Traineeship	null%
Deferred	null%
Employment	null%
Other – The category of Other includes both students Looking for Work and those classed as Other	null%

Child Safe Standards

Goals & Intended Outcomes

- Further develop child safe policies into every day practice
- Develop the SJC online learning code of conduct
- Engage families and communities in promoting child safety
- Increase the capacity of the child safe committee
- Review the college Child Safety Policy

Achievements

The embedding of policies and commitments into every day practice

- In 2020 SJC underwent a strict VRQA audit as did all other Southern region EREA schools.
- As an AREA 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.
- **St Joseph's College Geelong reviewed its Policy 3.9 Child Safety.** The SJC Policy 3.9 Child Safety was first developed and published in 2016 using the endorsed CEM template. The policy was to be reviewed at least annually, although this has not occurred.

- 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 level.

Professional learning of teachers, non-teaching staff and volunteers

- All staff completed Mandatory Protection training module.
- Many Child safe committee members committed to Introduction to Grooming Awareness CPSL and NCCA Hosts: Laura Lindsay-Cregan and Daniele Donnini Presentation: Sue Crittall.
- The child safe team consisting of Mark Kennedy, Kerry Drever, Kate McLaren, John Stephenson and Luke Parsons delivered a 30 minute online PD for our staff. Mark Kennedy - A child safe culture, Kerry Drever - Child Protection week lesson, John Stephensen - Risks in schools, Kate McLaren - Grooming awareness, Luke Parsons - When and how to make a report
- Child Safety team exposed to various Moores Legal webinars such as | Maintaining a child safe environment during COVID 19.
- Some staff members 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.
- Postponement of EREA National Safeguarding Conference.

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 participation and empowerment strategies

- There is student representation on the Child Safe Team. These students review the child-friendly child safety policy to ensure students understand it.
- The child safe student friendly version is on the website and in the student diaries.
- The Inclusive Community student leaders have a large role to play with child safety other than being on the Child Safe Team. They are integral in our messaging and posters about positive bystander intervention and are the voice at our year level, house and full school gatherings.

- We have set some goals to have more posters around the school making sure the students know who to turn to if they feel unsafe.
- Student Leadership group are to use Yammer instead of Facebook as their communication tool. Yammer provides a much safer environment in regards to communication with students being connected to the College system.

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 Microsoft TEAMS and were proud to have successfully implemented the wellbeing and respectful relationships initiatives listed in the student wellbeing report section.
- We also organised and promoted a terrific remote Diversity Day celebrating the uniqueness of each individual. Our Year 12 students taught our year 7s a lesson on TEAMS about what language and behaviour is and is not acceptable, regarding difference.

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 2020 committee consisted of the following St Joseph's 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 - John Stephenson

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.
- We promoted This **Introduction to Unwanted Contact & Grooming Online webinar** includes: An introduction to definitions of unwanted contact and online grooming, the context of grooming online, and the risks to children and young people. Information on how to respond and report unwanted contact and grooming occurring in the online environment if suspected. Q & A with eSafety expert David Willey

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 is introducing 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 2021, 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.

Leadership & Management

Goals & Intended Outcomes

1.3.1 Use student data effectively including On Demand, AAS, NAPLAN, and VASS data, to inform teacher practice and support targeted teaching.

1.1.1 Provide staff support and training using Enhancing Catholic School Identity material.

3.1.2 Develop cultural awareness through local and global connected learning experiences eg. Edmund Rice Education Beyond Borders.

4.1.2 Investigate a program to encourage and develop advocacy skills in our students.

Due to the alterations to learning as a result of COVID-19, outcomes outside of the strategic plan became a priority, including:

- Implement an effective remote learning program
- Provide support to staff and students that allowed effective teaching and learning to occur remotely
- Develop a wellbeing program that can be delivered remotely, within the government restrictions

Achievements

While progress within our strategic plan was truncated due to the COVID-19 environment some other areas received impetus. We launched the 'St Joseph's framework for Learning' (1.1.1) and developed virtual classrooms (1.2.2), were accepted into a ICUP program through the JMCA (Jewish Christian Muslim Association) creating interfaith dialogue (2.2.4) we completed development of an launched our reconciliation action plan(2.2.8 & 3.5.1). Child safety was prominent with increased prominence of our child safe committee (3.2.1).

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

Literacy for Learning

During 2020 at St Joseph's, we continued our investment in the Literacy for Learning program. This course is conducted onsite with a focus on strategies for all teachers in helping improve the literacy of our students. 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.

Improving literacy for our students has been a major focus for the College and the Literacy for Learning program is a way to ensure all of our teachers are well equipped to improve the literacy standards. The initial goal was to have all current staff members undergo the Literacy for Learning program within 3 years. The COVID pandemic limited the number of staff that were able to access the program in 2020, however our target should only be delayed by 6 months.

Remote Learning

In the final week of term 1, the Government announced that we all schools would undergo remote learning. All staff were provided with internal professional development on how we would implement remote learning. A series of workshops were held with staff to support them in learning new software programs such as Zoom and Microsoft Teams. The College technology coaches were made available to continue to support staff members during the remote learning periods.

During Term 2 and 3, workshops were held online to enable staff to learn new skills during remote learning. Staff were able to sign up to a session that interested them and further develop their skills in teaching remotely.

As a result of remote learning, the Victorian Curriculum and Assessment Authority (VCAA) implemented changes to the process of lodging grades for internal assessments. Teaching staff taking a Unit 3&4 subject, were provided training on the changed processes. This training was conducted by acting Head of Learning - Mt Sion, Lauren Hall and ensured that the respective teaching staff understood the change in process.

Project Based Learning

St Joseph's continued its commitment to implementing project based learning (PBL) into the teaching and learning to ensure that all staff are trained in how to teach in project based learning environment, all new staff 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.

The Unit 3&4 English exam was moved from its original date due to COVID. Due to the environment created by the pandemic, the college decided to run the English exam in individual classrooms, ensuring that 4 square metres were between each student. Because of the volume of rooms required to operate this way, all other students were provided a student free day. This allowed the College to implement a compliance training day where all staff underwent CPR, First aid and Anaphylaxis training.

Summary

Below is a summary of all professional development that staff were involved in throughout 2020.

Area	# Events	# Staff	Total Cost	# Staff with Fee	Cost
Area	# Events	# Staff	Total Cost	# Staff with Fee	Cost for Staff
Administration	10	23	\$10,204	12	\$4,354
Arts	26	36	\$4,416	21	\$4,416
English	13	19	\$2,244	16	\$2,244
EREA Workshops	5	10	\$1,565	7	\$1,565
Humanities	10	11	\$1,279	7	\$1,279
First Aid	4	236	\$16,495	236	\$16,495
ICT	4	4	\$315	2	\$315
Indigenous Education	4	7	\$0	0	\$0
Leadership and Management	7	36	\$28,764	33	\$28,764
Library	11	15	\$1,659	10	\$1,659
LOTE	3	3	\$279	1	\$279
Mathematics	6	12	\$0	0	\$0
OHS	15	16	\$1,250	2	\$1,250
Pastoral Care	10	20	\$2,030	15	\$2,030
Physical Education	7	17	\$2,955	15	\$2,955
Project Based Learning	1	67	\$0	0	\$0
Religious Education	16	20	\$4,000	8	\$4,000
Science	7	7	\$762	4	\$762
Sponsored Study	12	8	\$8,298	8	\$8,298
Staff Meeting	8	1301	\$200	0	\$0
Student Support	11	32	\$1,407	4	\$1,407
Teaching and Learning	15	194	\$9,429	5	\$9,429
Technology	6	8	\$505	4	\$505
VCAL	1	1	\$190	1	\$190
Miscellaneous	4	0	\$7,049		

Number of teachers who participated in PL in 2020 236

Average expenditure per teacher for PL \$224

TEACHER SATISFACTION

During the periods of remote learning, staff wellbeing became a focus for the school leadership team. To ensure that staff were well prepared for remote learning, a significant amount of support was put in place. Both student learning and staff wellbeing were at the forefront when decisions were made around how the College would approach remote learning.

With many staff having young children that would also require home learning, it was decided that the College would undertake 'real time' and 'anytime learning'. Real time learning would be

face to face teaching using cloud conferencing software such as Zoom or Microsoft Teams. While anytime learning would be work set for students to be conducted in their own time, with access to teacher support if required.

In the period leading into remote learning, support was provided to teachers around the use of technologies that could be used to teach remotely. A series of presentations by teachers, demonstrating how to use certain technologies as well as different approaches to remote teaching. The College's technology coaches were then made available to provide supports to teachers to ensure they were confident with how to teach remotely.

To ensure staff continued to feel connected with their workplace, gatherings and meetings continued to be held. A briefing every Monday morning was held online which was attended by more than 90% of staff each week. This briefing was recorded and uploaded to the staff portal to allow all staff to access. Meetings continued in their normal schedule to allow staff to collaborate and feel a connection to their colleagues. Social functions were also held in an online capacity to help build connection with each other. The College would normally have a large social gathering during Term 3 at an external function. This function serves to celebrate all staff members, announce the staff excellence awards and congratulate long-serving members of staff. This function took place in an online format. Staff were provided with a cheese platter to take home, while participating in the online event. The event was well attended and continued to build on the connections between staff.

The leadership team identified staff that may be vulnerable during periods of remote learning and made contact with these staff to offer support. These staff were offered to assist with onsite supervision to help them remain connected to the College.

During these times, staff regularly commented positively on the approach that the College had taken to support both staff and students. While remote learning was difficult for most communities, staff satisfaction was high. After the first period of remote learning, feedback was sought from both staff and students. The results of the survey were reviewed and provided to staff. Most staff members felt they were supported during the remote learning periods. Some students commented that they preferred shorter periods of face to face teaching. This feedback was provided to staff and well-received.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate 91.5%

ALL STAFF RETENTION RATE

Staff Retention Rate 87.2%

TEACHER QUALIFICATIONS	
Doctorate	1.9%
Masters	18.6%
Graduate	44.9%
Graduate Certificate	10.9%
Bachelor Degree	91.0%
Advanced Diploma	10.3%
No Qualifications Listed	1.9%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	173.0
Teaching Staff (FTE)	155.5
Non-Teaching Staff (Headcount)	103.0
Non-Teaching Staff (FTE)	86.1
Indigenous Teaching Staff (Headcount)	3.0

College Community

Goals & Intended Outcomes

The College Strategic Plan outlines the following intended outcomes:

- Encourage engagement with Old Collegians, families and friends of St 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 2020 the College Foundation:

- Coordinated Appeal in June 'A Step Towards His Future'. This was to raise money for the College Bursary program, which was very successful raising over \$100,000. This was particularly successful given the impact of COVID-19 and the bush fires in the summer of 2019/2020
- Increased Foundation membership to 223 members
- Increased McNeill Society membership to 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 2020 the Parents and Friends were impacted heavily by COVID-19:

- The Comedy night scheduled for March was postponed and with no events able to be held, the Parents and Friends continued to meet by zoom but unable to hold any of the gatherings and fundraisers planned.
- They initiated discussions on 2021 events including the comedy night, Fashion Dinner to raise money for St Joseph's Primary School, Kensekka, Uganda.

In 2020 the SJC Old Collegians Association:

- Committed \$20,000 towards the SJC Bursary Fund
- Raised \$16,500 at the Annual Golf Day with 160 guests in attendance
- 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 1970.

In 2020 the Josephine's :

- Celebrated 22 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 with much needed resources from the event held in March.

VALUE ADDED

On top of annual activities, the SJC Foundation and Old Collegians Association also supported the College by:

- The Foundation donated \$30,000 to support families, with fee assistance for those impacted by COVID-19.
- The Foundation celebrated 25 years in 2020. Whilst not being able to host members to the planned function, all Foundation members received a gift pack with 25 year timeline, foundation pen and member listing thanking everyone for their support.
- The SJOCA and Foundation also combined to provide \$25,000 in funding for a new electronic screen on Zampatti Oval in conjunction with the St Joseph's Cricket Club.

PARENT SATISFACTION

During remote learning periods, the College conducted two rounds of surveys to families. The first survey was conducted during the first lock down. This survey was based around the experience of how St Joseph's operated during remote learning times. Most feedback showed that families were highly satisfied with the processes around remote learning. Some information to come out of the surveys were:

- Students preferred 'anytime' learning (learning in their own time).
- Students preferred not to have long periods of face to face learning via zoom/Microsoft teams.
- Slow internet was an issue for some families

During remote learning, some families expressed concerns over a lack of connection with their son's peers and feeling isolated. Open responses were requested in the survey about how the College could improve the way remote learning was conducted. Some responses from this question included:

"We are so grateful to all the wonderful teachers and staff at St Joseph's for all their hard work to keep us connected to school. You are all amazing."

"Teachers need to be using a 'real time' live platform that the teacher controls as the host. Students should not be able to mute teachers and cameras should be expected to be turned on - they are supposed to be connecting."

"Kids need to be reminded to mute their mics when they are doing real time learning. I've sat in on at the start of some of the lessons and it's really distracting hearing conversations going on and background noise."

"It's good that teachers mostly check in for a short amount of time in Real Time, set kids up and leave them to it. "

"It's all working well! Meeting with home room at start of day is great beginning "

This feedback was provided to teachers by Director of Curriculum, Michelle Bishop. The feedback was taken on board by teachers, with many reducing the length of face to face teaching they provided their students. Adjustments were made by IT to allow more control for teachers during live, face to face sessions. Students were no longer able to mute the teacher and the teacher was able to mute all students when required. With increased security around platforms such as Zoom and Microsoft Teams, students were able to have their cameras turned on at the request of the teacher. This allowed for more connection between students and the teacher. During the second round of remote learning this helped classes run much smoother.

During the second round of remote learning, families were surveyed again. This survey showed that 53.5% of students developed very good remote learning habits and 32.5% of students developed some good study habits during remote learning. The survey also showed that families believed there was a strong balance between 'real time' and 'any time' learning. This result was pleasing and demonstrated the willingness of teaching staff to adjust to the feedback from the initial survey.

Most pleasing during the second survey was that 90% of families felt their son was able to access support and help when needed. When asked what St Joseph's could do to improve the remote learning experience for students and families, some responses included:

"I think the school is doing a great job already under such difficult circumstances."

"Honestly we could not be happier with the remote learning experience and appreciate the time and effort that the teachers are putting in."

"Teachers emailing parents with updates as mostly we don't know what our son's are up to!"

"I cannot suggest any improvements. There has been outstanding dedication and communication from SJC. Expectations have been very clear. We just want our son back at school with his friends - when it is safe!"

"Parents having access to what work is required for each subject."

"Perhaps a once a month snapshot of work due and work completed or outstanding would be a helpful resource for parents to help check in with their boys."

The above feedback demonstrated that families were satisfied with how SJC conducted remote learning. However, to ensure we grow in this area should we be faced with another round of remote learning, we would look at ways to keep parents and carers informed about the work that students needed to complete. The feedback showed that providing parents and carers with information on what work needed to be completed in each subject would help ensure their son was more accountable.

Future Directions

Our strategic plan is current until the end of 2022. This year 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