

ANNUAL
REPORT
TO THE
SCHOOL COMMUNITY

2017



MOUNT ST. JOSEPH GIRLS' COLLEGE – ALTONA WEST



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Contact Details

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Minimum Standards Attestation

I, Ms Kathryn Dishon, attest that Mount St. Joseph Girls' 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 2007 (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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

18 May 2018

Our College Vision

As a Josephite College:

- We promote Catholic values in educating young women to live their faith in the tradition of Saint Mary of the Cross MacKillop.
- We aim to develop informed and compassionate women of faith who will strive to make a difference in the world.
- We value, foster and respect the uniqueness, integrity and dignity of each person.
- We encourage a love of learning through an innovative, dynamic and challenging curriculum.
- We encourage students to strive for personal excellence.
- We aim to provide a safe learning environment within contemporary specialist learning facilities.



College Overview

Since 1964, Mount St. Joseph Girls' College has been inviting families into a high quality education partnership committed to continual improvement and supporting the potential of each girl who joins our community for their secondary school years.

As a community, we are committed to the ongoing development of Mount St. Joseph Girls' College as a vibrant and inclusive learning community where the pursuit of excellence is encouraged and its achievement celebrated. Together we strive to welcome, to believe, to care, to respect, to learn and to achieve our full potential.

Mount St. Joseph Girls' College breathes life into contemporary learning and inspires students to strive to fulfil their goals and celebrate their many talents. At the heart of our mission is the rich heritage we have inherited from our Josephite charism founded by Saint Mary of the Cross MacKillop and Fr. Julian Tenison Woods.

Inspired by this proud Australian charism and imbued with the values of Jesus Christ, we commit ourselves to walking with young women on their learning and faith journeys towards adulthood. We are committed to the partnership between staff, students and families and we recognise that every student has individual talents. Students are encouraged as independent learners to identify and pursue their goals of academic excellence and the mastery of new skills through sporting endeavours, creative and performing arts pursuits or responses to social justice issues.

Our school is based on a culture of positive relationships where students and staff can flourish in an environment that is inclusive, safe and stimulating. We nurture and challenge young minds to be creative, collaborative and independent thinkers so we seek to provide a supportive environment that encourages our students to stretch themselves towards their full potential and to proudly pursue their learning and cocurricular passions. Every student has different hopes for the future so we encourage them to try new experiences and achieve excellence in their academic, sporting, visual and performing arts endeavours and various co-curricular ventures locally, interstate and abroad.



Principal's Report

The 2017 theme 'Come as You Are' has enabled us to celebrate the great diversity that is MSJ. Our aim for the year has been to really accept everyone for who they are and allow them to come as they are. One of our biggest celebrations of our diverse cultural heritages was on Harmony Day, a day in which the forty-one different cultural groups that make up MSJ shared their history, their arts and their food. 2017 has been a year of recognising, developing and appreciating all the many different gifts and talents of the members of the MSJ community.

At the beginning of the year, students were challenged to 'come as you are'; come as a proud MSJ student, be proud to be a member of the MSJ community, show pride in the way they presented themselves, how they interacted with others and the commitment they made to their studies. Students and staff were encouraged to, as Mary MacKillop did, live the values of faith, hope and love.

I congratulate the students for being so involved in life at MSJ - studying hard, challenging themselves and others and standing up for injustices in our community and in our world. I thank them for being such terrific members of our community.

The students of MSJ are what makes this College so special. It is the students that ensure that we are a strong learning and faith community and I thank them for their dedication, passion, energy and sense of fun.

I thank all the staff who have made a contribution to continuing to build this wonderful community. My thanks also to all our parents for their ongoing support of the students, staff and each other. Without their support and encouragement, we would flounder.

We have a vibrant community that truly shines.

God Bless.

Ms Kate Dishon
Principal

College Board Report

Mount St. Joseph Girls' College – Altona West is a company limited by guarantee and one of only two Catholic secondary colleges in Australia owned by the Sisters of Saint Joseph of the Sacred Heart. The Sisters entrust the College's Board of Directors with governance responsibilities. The focus of the Board is strategic direction consistent with the College's vision, mission and objectives, diligent stewardship of financial and physical resources, compliance and risk minimisation.

The work of the Board of Directors is supported by two sub-committees - Finance & Audit and Facilities. Preparation of substantial background work and the work of the committees over the 2017 school year provided the Board with a clear focus and facilitated full and open discussion of matters referred.

Each Director brings specialised expertise and professional experience to the Board and all contributed generously at Board and Subcommittee meetings over 2017. Directors have also been well represented at College events throughout the school year including opening Masses, the College musical, Year 12 Graduation Ceremony, Merrijig Awards Night and other significant celebrations.

The College's Principal and Business Manager attend Board and Subcommittee meetings in an ex-officio capacity and the Principal's Executive Assistant provides administrative assistance. In 2017, the College Board of Directors comprised:

- Mr Garry McLean (Chair)
- Ms Josephine Cafagna
- Mr Anthony Crosbie
- Ms Lesley Hyde
- Sr Geraldine Larkins rsj
- Ms Annie Rahilly
- Ms Andrea Richards
- Mr Shaun Rodgers

Ex-officio attendees were:

- Ms Kate Dishon (Principal)
- Mr Noel Kennedy (Company Secretary / Business Manager)
- Ms Nicole Magee (Principal's Executive Assistant)

In 2017, as well as approving and maintaining oversight of the College budget and strategic planning, the Board approved the commencement of masterplan stage 2 involving refurbishments and extensions to the Giovanni and administration buildings and student amenities. The Board began work with the College towards establishing an alumnae group and developing a marketing strategy.

Board Members also contributed to and endorsed the "Child Protection and Safety Policy" and has Child Safety as a permanent agenda item for all Board Meetings.

The contribution of all Board Members in 2017 was significant in terms of their involvement with the College outside of the scheduled meetings. In particular, the contribution of Board Members who also attended Subcommittee meetings, was exceptional.

Mr Garry McLean
MSJ Board Chair

Education in Faith

Goals & Intended Outcomes

- Catholic identity, Sacramental life, social justice and Religious education
- A greater understanding of our faith and charism, opportunity for prayer, reflection and liturgical celebration and promotion of social justice

Achievements

- Responded to the 2017 theme "Come as You Are"
- Supported social justice initiatives including Project Compassion, Homelessness Awareness Week, National Reconciliation Week, Acceptance Day, Refugee Week and Socktober
- Participated in a solidarity walk in support of those who travel vast distances for water and medical support
- Participated in AJASS Pilgrimage, Mary MacKillop Colloquium and Australian Catholic Youth Festival
- Initiated and organised the first AJASS Spirituality Conference for Faith leaders
- Introduced school-based RE music and ministry to engage with the local Parish
- Held a respectful relationships Year 10 retreat day with Emmanuel College and a Year 8 retreat led by Year 11 students
- Increased percentage of staff accredited to teach in a Catholic School to 89.5%
- Held a staff retreat day focusing on building a re-contextualised community
- Held successful Feast and Harmony Day celebrations



VALUE ADDED

- Increased professional learning and development of Religious Education staff in the new RE Framework
- Increased student engagement in the Religious Education classroom through the implementation of the new curriculum from Years 7 - 10
- Increased student engagement in school based RE in senior year levels with the introduction of the new streams; RE Ministry and RE Music
- Increased staff confidence in engaging in challenging faith conversations in the classroom as a result of the Staff Faith Formation Day
- Promotion of the Catholic understanding and belief of the dignity of the human person through the celebration of the College them, "Come as you are"
- Increased students' ability to engage with social justice issues by increasing student leadership in this area
- Increased student ownership and creation of school liturgies through the growth and strength of Youth in Action and the RE Ministry stream of classes

Learning & Teaching

Goals & Intended Outcomes

- Teaching and learning, professional learning, and curriculum leadership
- To improve outcomes at NAPLAN, VCE and VET/VCAL, document curriculum and to develop professional learning and individual staff development plans

Achievements

- Implemented new curriculum focusing on experiences and additional choices for students
- Incorporated all subjects and introduced online feedback on the online learning management system (Canvas)
- Opened Canvas portal for parents to track student progress
- Introduced annual literacy and numeracy testing to track students' progress
- Held subject specific workshops for VCE students (Connect Education)
- Joined Wyndam VET Cluster
- Introduced STEM program for Year 10 to develop problem-solving skills and immerse students in developing technologies
- Introduced new Year 9 program with emphasis on personal development, communication and the future
- Increased Year 7 electives to eight options including Visual Arts, Design Technologies, Digital Technologies, and Multimedia
- Extended co-curricular offerings with new programs including Earth Team, Photography Club, GTAC Biomimicry and Poetry
- Conducted middle leaders' professional development sessions and pedagogy workshops for teaching staff
- Introduced PAT-Maths, PAT-Reading and AGAT for Grade 6 testing with immediate online data



STUDENT LEARNING OUTCOMES

During the three years to 2017, average NAPLAN results in Reading, Spelling, Grammar & Punctuation and Numeracy have been similar to like students across Australia. The average scores in writing have been either above or substantially above the scores of similar students.

POST-SCHOOL DESTINATIONS

TERTIARY STUDY	68%
TAFE / VET	11%
APPRENTICESHIP / TRAINEESHIP	4%
DEFERRED	10%
EMPLOYMENT	5%

Student Wellbeing

Goals & Intended Outcomes

- Relationships, achievements, wellbeing and pastoral care
- To develop student leadership structures, celebrate achievements, promote engagement, develop pastoral and co-curricular programs and improve monitoring systems

Achievements

- Established a Respectful Relationships Team and framework
- Established multicultural advocate groups and celebrated our diverse cultural heritage on Harmony Day
- Introduced the Learning Mentors' Program
- Commenced operating two new houses (Cameron and Providence) and vertical houses in the senior school
- Implemented child safety initiatives including a consent program for Year 12 and social media and F2D (Fit to Drive) programs for Year 11
- Held a Year 9 retreat focusing on self-image and self-esteem
- Engaged two student social workers to provide additional support

NON-ATTENDANCE MANAGEMENT

- The roll is taken each morning in pastoral class and a text message sent to families at 9.30am to advise them of student absence
- Rolls are marked again at each lesson and monitored by Wellbeing Leaders, Director of Students and Deputy Principal – Student Wellbeing
- Unexplained absences are continually monitored until a resolution is found
- Family interviews are held to explore school absence and refusal
- When attendance is not improved, a letter is sent via CEM

VALUE ADDED

- Harmony Day celebrations aimed at increasing student engagement and student voice for marginalised students
- Development of Multicultural Advisory Group - led by student leaders and cultural ambassadors
- Embedding of House system into the senior school
- Development clear procedures for school refusers
- Focus on support groups: Young Carers, ASD, Coping Skills, Academic Success
- Established links with MacKillop Family Services to conduct Parenting Workshops: Tuning into Teens and Understanding the Adolescent Brain

STUDENT SATISFACTION

In 2017, the results of the School Improvement Survey showed an improvement in the following areas: student connectedness to school, student safety, teacher empathy and learning confidence. Our students believe and know that they are respected and heard by their teachers and peers. There is a strong sense of pride and belief in themselves as young people and learners.



Child Safe Standards

Goals & Intended Outcomes

- To embed the Child Safe Standards:
 - Standard 1: Strategies to embed an organisational culture of child safety, including through effective leadership arrangements
 - Standard 2: A Child Safe Policy or Statement of Commitment to Child Safety
 - Standard 3: A Code of Conduct that establishes clear expectations for appropriate behaviour with children
 - Standard 4: Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel
 - Standard 5: Processes for responding to and reporting suspected child abuse
 - Standard 6: Strategies to identify and reduce or remove risks of child abuse
 - Standard 7: Strategies to promote the participation and empowerment of children

Achievements

- Standard 1: Strategies to embed an organisational culture of child safety, including through effective leadership arrangements
 - Each staff member has completed modules on Child Safe behaviour and DHHS reportable conduct
 - Each Stewardship, staff and wellbeing meeting has a permanent Child Safe agenda
 - Child Safe Statements placed on College intranet and revisited at a Staff Meeting each semester
 - Reception staff and Operations Manager are fully aware of child safety and risk compliance
- Standard 2: A child safe policy or statement of commitment to child safety
 - Placed on website, staff intranet
 - Revisited with students each term. Notices placed in College newsletter, wellbeing lesson focus on Child Safe Standards
- Standard 3: A Code of Conduct that establishes clear expectations for appropriate behaviour with children
 - Code of Conduct revisited each year and covered in staff induction
 - With the support of CompliSpace, Child Safe practices are revisited each semester by the Deputy Principal Student Wellbeing
- Standard 4: Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel
 - College enforces expectations on new staff, thorough referees checks and citing of all original documents. All staff and volunteers are compliant
- Standard 5: Processes for responding to and reporting suspected child abuse
 - Extensive training of Wellbeing Team and Learning Mentors on the new PROTECT Framework
- Standard 6: Strategies to identify and reduce or remove risks of child abuse
 - Operations Manager and Deputy Principal Student Wellbeing regularly undertake site audits and audits of documentation ensuring highest procedures
 - Extensive risk management procedures for incursions and excursions
- Standard 7: Strategies to promote the participation and empowerment of children
 - Establishment of Child Safety Committee with both parent and student voice; meets once per term



Leadership and Management

Goals & Intended Outcomes

- Governance, resources, appraisal and efficiency
- Formalise property planning
- Establish risk and compliance sub-committee of the Board, audit current policies and formalise induction, formation and appraisal processes
- Increase professional development opportunities

Achievements

- Adopted the theme "Come as You Are" in celebration of our diversity
- Conducted a review resulting in a new School Improvement and Annual Action Plan for 2018
- Implemented a new POL structure
- Commenced work on stage 2 of the masterplan - the refurbishment and extension of the Giovanni and Administration buildings
- Completed refurbished gardens in the Art and Wellness Centre precinct
- Appointed an Operations Manager to increase focus on risk and compliance
- Embedded child safety policies and practices into operations
- Established a Uniform Working Team to review the College's uniform

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING (PL)		TEACHER SATISFACTION
DESCRIPTION OF PL UNDERTAKEN IN 2017		The 2017 SIF survey results showed increased staff satisfaction in the areas of supportive leadership, role clarity, teamwork, empowerment, ownership, appraisal, recognition and professional growth, teacher confidences, school morale, student motivation, engaging practice.
<ul style="list-style-type: none"> ▪ Anaphylaxis ▪ Diabetes ▪ Leadership Conferences ▪ Bullying and Harassment ▪ First Aid Training ▪ Child Safety ▪ Curriculum Conferences & Training ▪ Faith Development ▪ Occupational Health and Safety ▪ Student Wellbeing and Health ▪ Mandatory Reporting ▪ Respectful Relationships 		
NUMBER OF TEACHERS WHO PARTICIPATED IN PL	73	
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1,124.20	

College Community

Goals & Intended Outcomes

- Student belonging, family involvement, outward vision and community profile
- Improve student representation and house systems, increase parental involvement, upgrade website and portal, establish an independent alumnae and build closer links with feeder schools and the wider community

Achievements

- Provided opportunities for families to connect including Daughter and Mother (D&M) evening, Male Mentors' Breakfast, Grandfriends' Day, International Women's Day Breakfast and Wellbeing workshops
- Extended access to the learning management system, Canvas, to parents and carers
- Implemented Twilight Evenings and Information Workshops
- Weekend Open Day with over 550 attendees



VALUE ADDED

- Guest speakers and twilight workshops: Park Ranger, Cybersafety and Bullying campaign awareness, Internet Security - iParent, Anxiety, Tuning into Teens, Poetry and creative story telling, author panel discussion
- AJASS (Josephite schools) student pilgrimages to Tasmania and South Australia
- Sports Coaching: Altona Hockey Club, Newport Ladies Lacrosse Club and promotion of a variety of sporting clubs from the Western Region
- Joseph's Corner High Tea
- Harmony Day celebrations
- MacKillop Foundation Dinner
- Basketball, local primary school coaching program by MSJ senior students
- Clean-Up Australia Day
- Tree Planting Day
- Music and Arts Twilight Night and VCE Folio exhibition
- International schools programs: Japanese Peace Program with Seirei School Japan, France and Italy Trip
- Alumnae Literature Group established
- Alumnae reunions 1987, 1997, & 2007
- Year 11 urban retreats
- Year 7 Belonging Day
- Student participation in the ANZAC Day ceremony at Altona RSL
- Wetlands programs and development

- Social justice activities with Edmund Rice tutoring at Sunshine, Ozanam House North Melbourne, Florence Aged Care
- Fundraising for Caritas and providing Christmas hampers
- Student support at Lumen Christi, Sacred Heart Newport and St Mary's Williamstown Primary School athletics day
- Spotswood Primary School's district competition - student netball umpires
- Undertook greater marketing of the College and its mission
- Increased opportunities for family involvement
- Provided greater access for local community / sporting groups to use the College's facilities
- Implemented a digital marketing campaign
- Experiencing secondary school with local schools through two Year 4 induction days



PARENT SATISFACTION

In 2017, the school improvement measures indicated that parents endorsed the opportunities to connect with College life. An increase in the number of families who attended twilight evenings and information workshops bears witness to an appreciation of the efforts to engage in strategic conversations focused on learning. Parents now have access to give and receive feedback on their child's achievements through the learning management system, Canvas. This enabled greater input from parents to further strengthen learning partnerships. With the introduction of Learning Leaders, parents say they feel more involved in the ongoing improvements made in the classroom for improved outcomes.

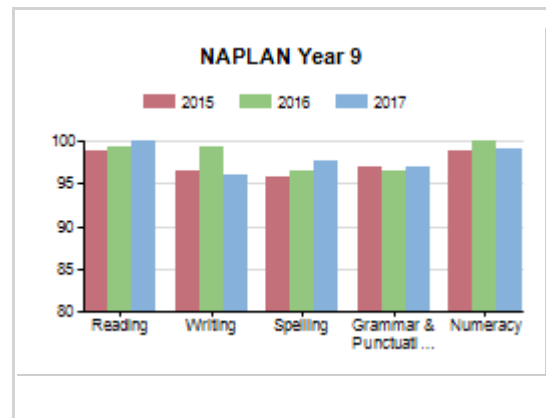
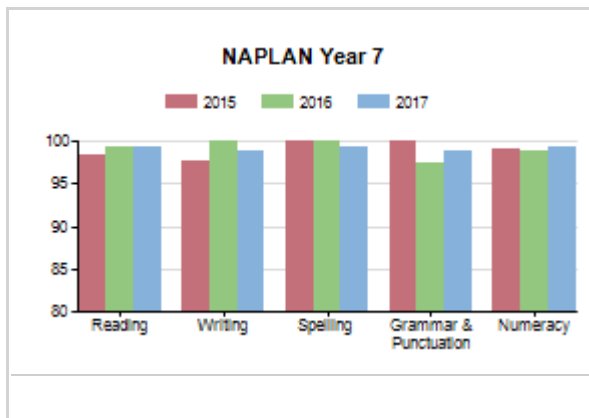
Our goal of improving connections between home and school and the local community was also assisted through the use of social media. Parents see student participation in school and during extra-curricular activities in real time and therefore felt they were more aware of social justice and extra-curricular activities available for students and parents.

Our connections with the Hobson Bay City Council continues to grow and local businesses who support Year 10 students by providing work experience positions assist in making connections with students and parents.

The Alumnae events also strengthened connections beyond the College by involving past students and parents which in turn, promotes the current students' involvement.

VRQA Compliance Data

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 07 Grammar & Punctuation	100.0	97.5	-2.5	98.8	1.3
YR 07 Numeracy	99.2	98.8	-0.4	99.4	0.6
YR 07 Reading	98.5	99.4	0.9	99.4	0.0
YR 07 Spelling	100.0	100.0	0.0	99.4	-0.6
YR 07 Writing	97.7	100.0	2.3	98.8	-1.2
YR 09 Grammar & Punctuation	97.0	96.4	-0.6	96.9	0.5
YR 09 Numeracy	98.8	100.0	1.2	99.2	-0.8
YR 09 Reading	98.8	99.3	0.5	100.0	0.7
YR 09 Spelling	95.8	96.4	0.6	97.7	1.3
YR 09 Writing	96.4	99.3	2.9	96.1	-3.2



YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	91.19%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y7	95.94
Y8	94.36
Y9	93.87
Y10	93.71
Overall average attendance	94.47

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	86.72%

STAFF RETENTION RATE	
Staff Retention Rate	90.79%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	18.67%
Graduate	38.67%
Certificate Graduate	5.33%
Degree Bachelor	82.67%
Diploma Advanced	10.67%
No Qualifications Listed	2.67%

STAFF COMPOSITION	
Principal Class	3
Teaching Staff (Head Count)	74
FTE Teaching Staff	66.2
Non-Teaching Staff (Head Count)	34
FTE Non-Teaching Staff	26.8
Indigenous Teaching Staff	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	598.10
Year 9 Writing	606.20
Year 9 Spelling	600.90
Year 9 Grammar & Punctuation	589.70
Year 9 Numeracy	589.70

SENIOR SECONDARY OUTCOMES	
VCE Median Score	31
VCE Completion Rate	100%
VCAL Completion Rate	95%

POST-SCHOOL DESTINATIONS AS AT 2017	
Tertiary Study	68.0%
TAFE / VET	11.0%
Apprenticeship / Traineeship	4.0%
Deferred	10.0%
Employment	5.0%

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 <http://www.acnc.gov.au>