



MOUNT ST. JOSEPH GIRLS' COLLEGE  
PROSPECTUS 2017

*Educating today. Shaping tomorrow.*

## Principal's Welcome



Choosing a secondary school for your daughter is one of the most important decisions a parent or carer will ever make.

Hence, it is worth reflecting upon why so many families choose Mount St. Joseph Girls' College as the trusted learning and faith environment for this critical chapter in their daughter's life journey.

What makes Mount St. Joseph Girls' College the school of choice for over 900 young women and their families?

Our relationships, our history, our values and our opportunities.

## Our Relationships

Our school is based on a culture of positive relationships through which students and staff can flourish in an environment that is inclusive, safe and stimulating. Trusting relationships that share a vision of how to support each girl as they fulfill their potential are the cornerstone of our community. We value parents and carers as the primary educators and seek to partner with them in the steadfast support of their girls as they grow towards independent adulthood. Our extensive wellbeing programme and structures seek to build self-esteem and nurture confidence for girls to be proud of who they are and be themselves with family, friends and community members.

Our staff model lifelong learning, we are continuously engaged in our own growth as professionals as we seek to meet the changing needs of young learners. In this sense, we are committed to knowing the girls with whom we walk so that they feel known, heard and truly valued.

## Our History

Over the past 50 years, thousands of girls have graduated from Mount St. Joseph Girls' College and we now have a third generation of young women enjoying the same sense of community, opportunity and challenge that their mothers and grandmothers enjoyed. The academic record and community profile of our students and staff has grown from strength to strength since the College opened in 1964. The high regard in which the College is held in the community is testimony to the pride, potential and commitment of our girls, their families and our staff. We stand proudly on the achievements of our past, whilst carrying into the future a commitment to continue to renew, regenerate and respond to our contemporary world.



# Our Values

At the heart of our mission is the rich heritage we have inherited from St. Mary of the Cross MacKillop. Following in the footsteps of this famous Australian female educator, we commit ourselves to walking with young women on their learning and faith journeys towards adulthood. Hence, we place the learning, faith and wellbeing needs of every individual student at the very heart of all that we do. Every girl has different hopes for the future and, as a community, we seek to support every girl on her journey of self-discovery. As a Catholic community, we nurture relationships built upon the values of the Gospel and nurture respect for the precious gifts of every individual as evident in the life of Jesus. We are a community committed to celebrating the individual and encouraging all to view the local and global world around them with eyes of compassion, understanding and with the self-belief that they can make a real difference to those with whom they live or those they choose to help.

## Our Opportunities

Mount St. Joseph Girls' College provides a precious choice for parents seeking an all-girls educational environment. The opportunity to enjoy the many benefits of an all-girl environment and to have the support of teachers and support staff who specialise in the education of girls is often a deciding factor for families seeking to join our community. Our school strives passionately to provide rich opportunities for the holistic growth of every girl. Hence, we pride ourselves on the vast array of learning, faith and co-curricular opportunities available to our girls. We breathe life into contemporary learning and inspire girls to stretch themselves to achieve more than they have ever thought possible, and to take the lead in driving their own academic, spiritual and social development.

The launching point for the pursuit of this success and self-discovery is an environment of high academic expectation, accompanied by an extensive co-curricular and student wellbeing programme. Their learning programme encourages every girl to grow as an independent learner by identifying and pursuing their goals of academic excellence and the mastery of new skills and ways of thinking. They are encouraged to question, to wonder, to hypothesise and to engage their curiosity to pursue the inquiries at the heart of their desire to learn. Our comprehensive co-curricular programme provides further opportunity for self-discovery through sporting endeavours, creative and performing arts pursuits and social justice ministries.

I hope that this publication will assist you in understanding why Mount St. Joseph Girls' College is a unique community. Having read about our College, we would then welcome you to visit our school and meet our staff and students to further deepen your understanding of our vibrant community.

**Kate Dishon**

Principal



## Mission Statement & Student Charter

Mount St. Joseph Girls' College was established by the Sisters of St. Joseph in 1964. Since that time it has educated thousands of young women and developed a rich heritage of striving for excellence in academic endeavour whilst nurturing the individual in a holistic manner.

Today it continues to provide a high quality Catholic secondary education within the charism of St. Mary of the Cross MacKillop.

### Our Mission Statement As A Josephite School

- We promote Catholic values in educating young women in the tradition of St. Mary of the Cross MacKillop.
- We aim to develop informed and compassionate women in 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.

### Our Student Charter

At Mount St. Joseph Girls' College, we value the dignity of each person and promote the rights and responsibilities of both the individual and the community. A College built on the values of the Sisters of St. Joseph of the Sacred Heart, we model and are guided by the teachings of Christ and walk in the footsteps of Mary MacKillop. We believe that our College promotes values and experiences that enable learning, life and community to flourish. As we are stewards of this earth, we have a responsibility to care for one another and the community, as we are all created in the likeness and image of Christ.

#### Faith

- Every person has the right to be nourished through the Catholic Faith and other Faith Traditions.
- Every person has the responsibility to respect, know and be guided by the Catholic faith, whilst respecting other faith traditions.

#### Respect

- Every person has the right to be treated with dignity and respect.
- Every person is responsible for treating themselves and others and their possessions with dignity and respect.

#### Learning

- Every person has the right to learn or teach and achieve their personal best.
- Every person is responsible for attending and participating fully in their learning programme and enabling others to do the same.



## Wellbeing

- Every person has the right to be safe from any form of physical harm, bullying, harassment and exclusion.
- Every person has the responsibility to ensure what they say and do promotes community spirit and inclusion.

## Stewardship

- Every person has the right to be supported in their learning or teaching environment by College facilities and resources.
- Every person is responsible for respecting and caring for the environment, resources and facilities provided by the College.



# Our Guiding Principles

## Strong Community:

- We are a nurturing learning and faith community where every individual is encouraged to excel in their academic, co-curricular and personal goals whilst bearing witness to the Gospel values.
- We value the three way partnership between parents, child and the staff as pivotal to educational success and as such commit ourselves to supportive communication and goal sharing.

## High Expectations:

- We set expectations intended to stretch our girls to achieve and grow, whilst caring and supporting each other as they strive for success in a similar manner.
- We aim to cater for the individual needs of our diverse student population by offering a comprehensive curriculum incorporating opportunities for enhancement and support so that their talents may lead them successfully into their senior studies in VCE, VCAL and VET.

## Excellent Facilities:

- We acknowledge that the world of tomorrow is one that will incorporate many advancements in technology and communication so we believe in providing our students with a superior Information Communication Technology infrastructure to maximise the potential benefits for learning.
- We recognise excellence in learning is achieved with the support of excellent facilities so the College is proud of our state of the art learning facilities and has an ongoing commitment to continuous improvement and development in the future.

## Inspiring Individuals:

- We aspire to cultivate the curiosity of every student through our innovative learning programmes so that they may love their learning and become creative, analytical and reflective thinkers.
- We believe learning is a life-long endeavour and our future focussed staff members are committed to excellence in education through the ongoing development of their many talents and professional skills.

It is for these reasons that we issue a warm invitation for parents, carers and prospective students to come and see our community in action and gain further insight into the many amazing learning experiences on offer here at our school.

This diverse range of experiences and the resulting sense of pride in self and school, reflects the essence of our mission to educate and empower our young women to move into the future as intelligent, informed and compassionate women.

## Educating Girls

Mount St. Joseph Girls' College is a proud member of the Alliance of Girls' Schools and believes in the many benefits that girls' schools have to offer.

Girls' schools are ideally positioned to educate, inspire and nurture the girls of today, who will be the leaders of tomorrow. Curriculums are tailored for girls, who are given opportunities to develop and excel. Girls in single-sex schools can captain the debating team, choose to study physics, or be part of a sporting team.

Girls' schools are specialists in girls' education. The Alliance produces a brochure 'Why a girls' school?' which can be obtained by contacting our College Registrar.

Highlighted below are some of the many benefits of choosing a single-sex school for your daughter.

### Academic Advantages

Girls in girls' schools achieve significantly stronger academic results than any other group in Australia. Without the competition from boys, girls are free to pursue academic excellence and each achievement is celebrated.

### Role Models and Leadership...

All the leadership roles in girls' schools are filled by girls: from the captain of the hockey team, to the head of the student body; from the first trombone in the school orchestra, to the main part in the school play; and from student leadership groups to the leaders of every school club. Younger students see these female leaders as role models and learn that girls can lead in any field.

### A Tailored Curriculum

Girls' education is a specialised field. Teachers tailor their classes and curriculum for the girls. This means that students are more likely to be engaged with the content and the methods used in each subject.

### Counteracting Negative Influences

Girls can work through the challenges of adolescence without fear of embarrassment or harassment. Many single-sex girls' schools run specific programmes that counteract negative body image and ideals of how girls and women are portrayed in the media. Educators in girls' schools believe strongly in helping girls to accept and be comfortable with who they are.

### Countless Opportunities

Girls at girls' schools enjoy not only equal opportunity, but every opportunity. All activities are open to girls: they participate, influence and lead. There is no gender stereotyping with subject selection. Girls are able and encouraged to explore a career or future in any area.

### Global Citizens

Girls' schools prepare students to be citizens of the world, using rapidly developing technology and forming connections with girls in other countries. There is an emphasis on social justice and community as girls are encouraged to connect with others outside the classroom walls.

### Wellbeing Structures

At Mount St Joseph Girls' College, we pride ourselves on ensuring each young woman is named, known and valued. Our wellbeing structures and programs ensure that this statement is enacted each day. We have created a structured wellbeing program that meets the needs of the growing young woman. Taking into consideration adolescent growth and maturation we have organised our College to reflect this awareness ensuring each girl can flourish into a positive, confident and resilient young woman.

When enrolled at MSJ each student is allocated into a House, that House becomes the students Pastoral Group in Year 7, whereby she can form strong, positive and lasting friendships. The students study their core subjects with this group of young women and their skills of independence, resilience and personal self belief are reinforced in our structured wellbeing lesson each fortnight.

At Years 8 & 9 students are able to meet other students in other Houses as we shuffle each House. This enables the young woman to create new friendships, test her confidence and further develop her self-belief. At this stage the Wellbeing Program harnesses respectful relationships, a deepening awareness of learning styles and skills to appropriately engage in the 21st century.

During the Senior School years, students return to their House, however at this stage the students are integrated with students from Years 10, 11 & 12. We believe that a vertical structure facilitated by a Learning Mentor, not only supports the wellbeing component of our young women, but also enables for deep connected relationships to be formed with one adult, as the Learning Mentor remains with the student for the whole time that they are in the Senior School.

The Learning Mentor Program coupled with the fortnightly Wellbeing Lesson in the Senior School replicates the adult workforce, University and TAFE providers. As the student will spend three years with one key teacher, we believe that authentic and invaluable pathways and learning structures can be embedded.

Thus positive self regard and confidence building is at the heart of a Josephite education. We have used our pastoral / wellbeing time to collaborate and engage with all our learners. Pastoral Group Teachers and Learning Mentors are supported and empowered by excellent Wellbeing Leaders and the College psychologists.



## Counselling Services

The Counselling Service at the College is designed to provide help and support to students and their families. Young people have many different facets of their life and sometimes they can experience difficulties in managing these. Counselling can provide a safe, private and confidential space to explore personal issues. Students are supported to manage emotions, examine their thinking patterns and build skills in personal development. Students can ask for counselling by using our Self Referral Forms obtained either through the Year Level Co-ordinator, Director of Students or from the counsellors. Teachers and Year Level Co-ordinators periodically refer students for counselling and there is also a Parent Referral Form. Even though an adult may refer a young person to counselling, privacy and confidentiality of the counselling sessions are maintained.

## A Child Safe School

At Mount St. Joseph Girls' College we hold the care, safety and wellbeing of Children and young people as a central and fundamental responsibility of the school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel (CECV Commitment Statement to Child Safety). Celebrating and affirming all young people in the charism of the Sisters of St. Joseph of the Sacred Heart, we value the dignity and individuality of each person in our community and seek to live in a community guided by justice and fairness for all.

For our students to flourish academically and in all areas of their lives, it is important that they are happy and enjoy being at school. Their safety and physical and mental wellbeing are of paramount importance to us.

## Camps and Residential Experiences

The rationale of the residential experiences programme from Years 7 through to Year 12 is to challenge students to step outside of their comfort zone and be involved in a variety of adventurous activities in a safe and supportive environment. Residential experiences develop and nurture student relationships in order to enrich mutual respect and understanding within pastoral groups and year levels. Activities range from physically challenging tasks, to educationally engaging opportunities and social justice immersion experiences. The learning objectives aim to extend self-belief, experience of the world, achievement of shared goals and communal living.





### *Catholic Ethos*

Our mission is to enable students to grow in their relationship with God, following the model of Jesus Christ as provided in the Gospels and within the framework of the charism of the Josephite Tradition founded by St. Mary of the Cross MacKillop. The Gospel values permeate all learning and community activities with the Josephite commitment to equal opportunity, love of learning and the search for truth, and nurturing an appreciation for the uniqueness of every individual. Students are encouraged to grow in their faith and explore their personal spirituality, extend their religious knowledge and build upon their faith.

### *Religious Education*

Religious Education is undertaken at every year level and invites girls to discover more about and explore the beliefs, history, rituals and teachings of the Catholic tradition, and other established Christian and non-Christian faith traditions. The emphasis is on building an understanding of varying beliefs and providing knowledge to inform developing personal beliefs and values.

### *Spiritual Growth*

Students are encouraged to grow in their faith through liturgical celebrations, reflective retreat experiences and opportunities for prayer and reflection. The journey of self-discovery is supported through opportunities for stillness and reflection, sharing new insights and the exploration of values. In a world that moves at a rapid pace and with ubiquitous electronic communication, the emphasis is upon pausing and using stillness and focusing techniques to enter an atmosphere of reflection.

### *Faith In Action*

As a faith community living the charism of St. Mary of the Cross MacKillop, we strive to respond to her call to “Never see a need without acting.” With this in mind, and the call of Jesus to “love one another as I have loved you”, students and staff at Mount St. Joseph Girls’ College are involved in a multitude of social justice initiatives. The framework for our response to those in need of justice and care in our world is based upon a three-dimensional approach. These three dimensions are: education about the issue, prayer for those suffering and action to alleviate their condition. Students from Years 7 to 12 have the opportunity to make a difference through many activities and interest groups relating to community service.



## Year 7 - 10 Curriculum Overview

### Years 7 – 10 Curriculum Overview 2017

Mount St. Joseph Girls' College commits to our core work to holistically educate each girl in a safe, welcoming and individualised learning environment, where expectations are high and success is celebrated and affirmed.

In 2017 the Victorian Curriculum has been introduced across all learning areas in Years 7 to 10. The Victorian Curriculum has been developed to provide a foundation for successful, lifelong learning and participation in the Australian community. It acknowledges that the needs and interests of students will vary, and that schools and teachers will plan from the curriculum in ways that respond to those needs and interests.

The Victorian Curriculum includes eight learning areas and four capabilities. The eight learning areas include English, Maths, Science, Humanities, Health & PE, LOTE, Arts (Visual and Performing), and Technologies include distinct disciplines.

The capabilities represent sets of knowledge and skills that are developed and applied across the curriculum. These capabilities have been embedded where relevant and appropriate in each learning area.

They are:

- Critical and Creative Thinking
- Ethical
- Inter-cultural
- Personal and Social

These capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area, will assist students to live and work successfully in the twenty-first century.

The Victorian Curriculum must be both relevant to the lives of students and address the contemporary issues they face. With this in mind, the curriculum gives special attention to three priorities:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

#### Year 7

All subject domains have core subjects in Years 7. Religious Education, English, Mathematics, Science, Health & Physical Education, Languages and Humanities are year long subjects, whilst Technologies and Arts are term length units.

A broad range of subjects is offered so that students can deepen their understanding of different subjects and the associated skills required to successfully learn knowledge and understanding. This will assist students to identify their strengths and interests and to engage with new areas of study that may not have been available in the primary school. It is also important for them to be exposed to a range of subjects so that they are able to make informed decisions about subject selection for the senior years and future pathways

#### Year 8

At Year 8 students will study core subjects whilst being given some flexibility within an elective structure.

The elective component of the Year 8 course offers a variety of units designed to meet various learning outcomes and at the same time offer students challenging and rewarding learning experiences. This allows students to explore particular areas of interest.

## Year 9

To ensure students receive a broad general education, the students in Year 9 undertake studies encapsulated within the Victorian Curriculum. Within these learning areas a variety of units are provided and choices increase as the students move through the College. As well as electives, you will have the opportunity to participate in a Year 9 Program.

The Year 9 Program consists of four threads during the year and will occur on one day a cycle.

1. Healthy Living and Wellbeing
2. Pathways and Learning to Learn
3. Faith
4. Making Connections – Community

## Year 10

The curriculum at Year 10 is designed to cater for the requirements of the new Victorian Curriculum as well as allow for student choice across all domains and as such each student's program will consist of a combination of compulsory, core and elective units.

### Compulsory Units

Compulsory units are studies which must be included in each Year 10 program and whose course content is common to all students at Year 10. At MSJ the compulsory units are Religious Education.

### Core Units

Core units are those studies which must be included in each Year 10 program to fulfil the requirements of the Victorian Curriculum but still allows for some choice within the studies. At MSJ the core units are those chosen from the English, Mathematics, Science, Health & Physical Education and The Humanities (History) domains. In Semester 2, Year 10 students will be able to participate in an Enhancement Program. Enhancement refers to students undertaking a course of study that extends their knowledge and skills beyond Year 10.

### Elective Units

Elective units are those studies which may be included in each Year 10 program and can be chosen from any domain.

## Year 11 and 12

At Mount St. Joseph Girls' College there are two types of courses offered to students. Students need to choose one of the following courses:

Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL)

## The Victorian Certificate of Applied Learning (VCAL)

The Victorian Certificate of Applied Learning at Mount St. Joseph Girls' College is offered and accredited to the senior level. The timetable is structured to enable VCAL students to satisfy the Industry Specific strand through their VET training and related employment off campus on Wednesdays and Thursdays. Students undertake VET training through a TAFE or Registered Training Organisation for School Based Apprenticeships and Traineeships.

The VCAL's flexibility enables students to undertake a study program that suits their interests and learning needs. The four compulsory VCAL strands include:

- Literacy and Numeracy Skills
- Industry Specific Skills
- Work Related Skills
- Personal Development Skills.

## Victorian Certificate of Education (VCE)

During the last two years at MSJ students usually study a minimum of 22 VCE units.  
Of the 22 units at MSJ, students must select:

1. At least four sequential units from the group of English Studies English 1 & 2, English 3 & 4, English Language 1 & 2, English Language 3 & 4, Literature 1 & 2, Literature 3 & 4
2. Religion: Religion and Society 1 & 2, Religion and Society 3 & 4, Text and Traditions 1 & 2, Text and Traditions 3 & 4, Religion in Art, Music or Ministry.

VCE UNITS 1 & 2	
Accounting	Legal Studies
Biology	Literature
Business Management	Mathematical Methods
Business VET	Media
Chemistry	Music VCE/VET
Product Design and Technology	Outdoor Education
Drama	Physical Education
English	Physics
English Language	Psychology
English as a Second Language	Religion and Society
or Dialect	Religion Art & Society
Food Studies	Specialist Mathematics
Foundation Mathematics	Studio Arts
French	Texts & Traditions
General Mathematics	VCAL Literacy
Health & Human Development	VCAL Numeracy
History – 20 <sup>th</sup> Century	VCAL Personal Development
Computing	VCAL Work Placement
Italian	Visual Communication & Design
Japanese	



VCE UNITS 3 & 4	
Accounting	Legal Studies
Biology	Literature
Business Management	Mathematical Methods
Chemistry	Media
Drama	Music VCE/VET
English	Physical Education
English Language	Physics
English as a Second Language	Product Design and Technology
or Dialect	Psychology
Food Studies	Religion and Society
French	Studio Arts
Further Mathematics	Specialist Mathematics
Global Politics	Texts & Traditions
Health & Human Development	VCAL Literacy
History Revolutions	VCAL Numeracy
Information Technology	VCAL Personal Development
Italian	VCAL Work Skills
Japanese	Visual Communication & Design



Year 7 Subjects	Strands/Dimensions		Core
Religious Education	Scripture and Jesus Church and Community God, Religion and Life Morality and Justice Prayer, Liturgy and Sacraments	Religious Education	
English	Language Literacy Literature	English	
Mathematics	Number and Algebra Measurement and Geometry Statistics and Probability	Mathematics	
Science	Science inquiry skills Science Understanding	Science	
History	Historical Concepts and Skills Historical Knowledge	Humanities	
Geography	Geographical Concepts and Skills Geographical Knowledge Government and Democracy		
Civics & Citizenship	Laws and Citizens and		
French	Communicating Understanding	Languages	
Italian			
Japanese			
Health & Physical Education	Movement and Physical Activity Personal, Social and Community Health	Health & Physical Education	
Visual Arts	Explore and Express Ideas Practices Present and Perform Respond and Interpret	Arts One Term of each	Electives
Visual Communication			
Music			
Drama			
Food Technology	Technologies and Society Technological Contexts Creating Design Solutions	Technologies One Term of each	
Product Design			
Multimedia			
Digital Technology			

Year 8 Subjects	Strands / Dimensions		
Religious Education	Scripture and Jesus Church and Community God, Religion and Life Morality and Justice Prayer, Liturgy and Sacraments	Religious Education	Core
English	Language Literacy Literature	English	
Mathematics	Number and Algebra Measurement and Geometry Statistics and Probability	Mathematics	
Science	Science inquiry skills Science Understanding	Science	
History	Historical Concepts and Skills Historical Knowledge	Humanities	
Geography	Geographical Concepts and Skills Geographical Knowledge Government and Democracy		
Civics & Citizenship	Laws and Citizens and Citizenship Diversity and Identity		
French	Communicating Understanding	Languages	
Italian			
Japanese			
Health & Physical Education	Movement and Physical Activity Personal, Social and Community Health	Health & Physical Education	
Visual Arts	Explore and Express Ideas Practices Present and Perform Respond and Interpret	Arts Students choose 2	Electives
Visual Communication			
Music			
Drama			
Food Technology	Technologies and Society Technological Contexts Creating Design Solutions	Technolo- gies Students choose 2	
Product Design			
Multimedia			
Digital Technology			

YEAR 9 PROGRAM: Four threads:		CORE		ELECTIVES	
1. Healthy Living and Wellbeing	2. Pathways and Learning to Learn 3. Faith and Wellbeing 4. Making Connections – Community	Domains	Religious Education		
		English			
		Mathematics			
		Science			
		Humanities			
		Health & Physical Educ.			
		Visual Arts			
	Technologies				
	Languages				
	Performing Arts				
	Health & Physical Educ.				



Semester 2 Core Electives	Year 10 subjects	Strand / Dimensions		
	Core Religious Education	Scripture and Jesus Church and Community God, Religion and Life Morality and Justice Prayer, Liturgy and Sacraments	Religious Education	CORE
Journalism	Core English	Language Literacy Literature	English	
Literature				
Language				
Advanced	Core Mathematics	Number and Algebra Measurement and Geometry Statistics and Probability	Mathemat- ics	
General				
Applied				
STEM	Core Science	Science inquiry skills Science Understanding	Science	
Forensic				
Biochemistry				
Serious About Science				
Economics & Business	Core History	Historical Concepts and Skills Historical Knowledge	Humanities	
History	Core Geography	Geographical Concepts and Skills Geographical Knowledge		
Geography	Core Civics & Citizenship	Government and Democracy Laws and Citizens and Citizenship		
	Core Health & Physical Education	Movement and Physical Activity Personal, Social and Community Health	Health & Physical Educ.	
	Visual Arts	Explore and Express Ideas Practices Present and Perform Respond and Interpret	Visual Arts	
	Visual Communication			
	Media Arts			
	Food Technology	Technologies and Society Technological Contexts Creating Design Solutions	Technologies	
	Product Design			
	Digital Technology			
	French	Communicating Understanding	Languages	
	Italian			
	Japanese			
	Music	Explore and Express Ideas Practices Present and Perform Respond and Interpret	Performing Arts	
	Drama			
	Outdoor Education	Movement and Physical Activity Personal, Social and Community Health	Health & Physical Educ.	
	Community Health & Hu- man Development			
	Exercise & Sport Science			

## Co-Curricular Programmes

Our school recognises the many benefits of student involvement in co-curricular activities to provide breadth of experience, connectedness with students of different year levels and staff.

Some of our recent co-curricular programmes include:

Science	Mathematics
<ul style="list-style-type: none"> <li>• Rio Tinto Big Science Competition</li> <li>• Aurecon Bridge Building Experience</li> </ul>	<ul style="list-style-type: none"> <li>• Australian Maths Competition</li> <li>• Maths Olympiad</li> </ul>
LOTE	Humanities
<ul style="list-style-type: none"> <li>• Cultural Trips to Japan, Italy and France</li> <li>• Dante Alighieri Italian Poetry Competition</li> <li>• Alliance Francaise – Berthe Mouchette French Competition</li> </ul>	<ul style="list-style-type: none"> <li>• Australian Geographic Competition</li> <li>• The Shrine 'Of Remembrance Ambassador Program</li> </ul>
English	Student Leadership
<ul style="list-style-type: none"> <li>• Debating Association of Victoria Schools Competition</li> <li>• Wyndham Youth Public Speaking Competition</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive Senior and Junior SRC Structures</li> <li>• ADF Long Tan Leadership and Teamwork Awards</li> </ul>
Health and Physical Education	Social Justice and Community Service
<p>Interschool Sports Competitions - Secondary Catholic Schools Association (SCSA):</p> <p>Hockey, Volleyball, Swimming, Athletics, Netball, Football, Badminton, Tennis, Soccer, Softball, Cross Country, Basketball, Cricket</p> <p>Interest Groups and Competitions:</p> <p>Bike Club, Fitness Club, Aerobics Competitions, Lunchtime House Sports Competitions</p> <p>House Days:</p> <p>Athletics, Swimming, Table Tennis, Badminton</p>	<ul style="list-style-type: none"> <li>• Clean Up Australia and Tree Planting Days</li> <li>• Ozanam House Sandwich Making</li> <li>• R U OK Day (Mental Health Awareness)</li> <li>• Duke of Edinburgh Awards</li> <li>• ZONTA – Assistance for Global Women's Programmes</li> <li>• Joseph's Corner Support</li> <li>• Support for Remote Indigenous Communities</li> <li>• Florence Aged Care Visits</li> </ul>



Technology	Performing Arts
<ul style="list-style-type: none"> <li>• VCE Top Designs Exhibitors Melbourne Museum</li> <li>• Whitehorse Institute of Design Scholarships</li> <li>• MMADD (Media, Music, Art, Drama and Dance) Day – Food, Fibre and Media Technology activities</li> </ul>	<ul style="list-style-type: none"> <li>• VCE Top Acts Nominations</li> <li>• College Musical</li> <li>• MMADD (Media, Music, Art, Drama and Dance) House Day</li> <li>• Annual Music Concert</li> <li>• MSJ's Got Talent Competition</li> <li>• MSJ Voices Choir</li> <li>• Instrumental and Vocal Ensembles</li> </ul>
Visual Arts	
<ul style="list-style-type: none"> <li>• VCE Top Arts Exhibitors at National Gallery</li> <li>• CEOM Visual Arts Exhibition</li> <li>• Pixel8 Photography Competition</li> </ul>	

## Student Leadership

The central message of the student leadership programme at the College is that every girl has opportunities in life to exercise leadership. Every girl's leadership skills are nurtured along her learning journey as she builds skills, confidence and motivation to become an advocate for her own needs and those of others. All students are invited to develop and contribute their leadership skills, whether they hold a formal leadership position or are working within a team of students on an activity or project.

The formal student leadership structure includes a Senior and Junior Student Representative Council (SRC) involved in planning and decision-making together with staff and parents. The SRC promotes school spirit, community service and the development of individual and team-based leadership skills. Students work in 'action teams' on initiatives and activities throughout the year. They also represent the College and the student body on various issues and at a range of College events. The SRC undertakes training to assist members in their roles as student leaders throughout the year, as well as attending a leadership camp.

## Overseas Travel, Cultural and Language Experiences

In educating young women to be the leaders and stewards of the world they will inherit, we are committed to education and awareness of the world beyond the shores of Australia. The three Languages Other Than English (LOTE) subjects offered within the College are Japanese, French and Italian. Each of these subjects is supported by opportunities to travel as part of small school tours tailored to further support learning of the history, culture and language of these countries. Exchange programmes with these countries also mean that students have the opportunity to host overseas students during their short-stay cultural visits to our school.

# The Music Programme

## Instrumental Music

In addition to Classroom Music, Mount St. Joseph Girls' College offers a comprehensive Instrumental Music Programme as part of the extra-curricular programme. Students have the opportunity to learn a musical instrument and take part in an Instrumental Ensemble.

All members of the music staff are professional musicians and are therefore aware of the demands and expectations required for musical performance. Students are given the opportunity to sit AMEB or ANZCA exams, as well as perform during the year at various school functions and events.

A Music Scholarship is also offered to a student from Year 8 – Year 12. Students can audition for this scholarship during Term 4. A music scholarship enables a student to receive their instrumental music tuition free.

## Instrumental Lessons

Students receive one lesson per week in their individual or group lesson. Fifteen lessons are provided each semester to students on a fee-paying basis. Each lesson is for 30 minutes and lessons are held during class time. Applications to learn a musical instrument can occur at any time during the year, however, applications are generally received at the beginning of each semester.

Lessons are offered in the following:

- Guitar: Acoustic, Bass, Classical and Electric
- Voice: Classical and Popular
- Woodwind: Flute, Clarinet and Saxophone
- Percussion: Drums/Drum kit
- Piano/Keyboard: Classical and Popular
- String: Violin and Cello

## Instrumental Ensembles

### MSJ Voices

- Year-round commitment with two rehearsals per week.
- All vocal students are encouraged to participate.
- Concerts include School performances, School Assemblies, Merrijig and the Annual Music Concert.
- MSJ Voices also leads the singing at School Masses.

### String Ensemble

- Year-round commitment with one rehearsal per week
- All violin students are encouraged to participate. Students learning a string instrument outside the school are also welcome to participate.
- Concerts include School performances, School Assemblies, Merrijig and the Annual Music Concert.

- The String Ensemble also helps provide music at other school events, such as School Masses, Open Days and Information Evenings.

### Woodwind Ensemble

- Year-round commitment with one rehearsal per week.
- All woodwind students are encouraged to participate. Students learning a woodwind instrument outside the school are also welcome to participate
- Concerts include School performances, School Assemblies, Merrijig and the Annual Music Concert.



## Bus Route Options

FOOTSCRAY (ROUTE)	Morning: 7.45am FROM Corner of Somerville Rd and Geelong Rd	NEWPORT – SITA (cont)	Rosshire Rd, LEFT into Maddox Rd, RIGHT into Mason St, RIGHT into Melbourne Rd, LEFT into North Rd, LEFT into Home Rd
FOOTSCRAY (SPECIAL)	Morning: 7.45am FROM Paisley St - 411 Bus Stop LEFT into Albert St, RIGHT into Buckley St to Sunshine Rd, LEFT into Roberts St, RIGHT into Geelong Rd, LEFT into Millers Rd, RIGHT into Civic Pde, LEFT into Maidstone St, MSJ	NEWPORT/ WILLIAMSTOWN - WESTRANS	Morning: 7.40am FROM Corner Osborne St & Victoria St - Osborne St, LEFT into Cole St, LEFT into Nelson Pl, LEFT into Ferguson St, ALONG Kororoit Creek Rd, RIGHT into Maddox Rd, RIGHT into Mason St, U-TURN at Walker St Roundabout (PICK UP Cnr Durkin St) Mason St, LEFT into Mills St, RIGHT into McIntosh Rd, RIGHT into Berkeley Cr, LEFT into Millers Rd, RIGHT into Civic Pde, LEFT into Maidstone St, MSJ
FOOTSCRAY	Afternoon: 3.35pm FROM MSJ RIGHT into Civic Pde, LEFT into Millers Rd, LEFT into Blackshaws Rd, RIGHT into Chambers Rd, RIGHT into Beuron Rd, LEFT into Millers Rd, RIGHT into Geelong Rd, LEFT into Roberts St, RIGHT into Sunshine Rd/Buckley St, LEFT into Nicholson St, RIGHT into Irving St, LEFT into Leeds St, LEFT into Paisley St LAST STOP 411 Bus Stop		Afternoon: 3.40pm FROM MSJ - RIGHT into Civic Pde, LEFT into Millers Rd, RIGHT into Kororoit Creek Rd RIGHT into Victoria St, LEFT into Osborne St, LEFT into Cole St, LEFT into Nelson Pl, LEFT into Ferguson St, RIGHT into Melbourne Rd, LEFT into Mason St until last passenger gets off
LAVERTON	Morning: 7.30am FROM Corner Bladin St and Old Geelong Rd RIGHT into Maher Rd Aircraft Station, LEFT into Point Cook Rd, U-TRUN at Sanctuary Lakes Roundabout, Point Cook Rd, RIGHT into Central Ave, RIGHT into Merton St, LEFT into Victoria St, RIGHT into Everingham Rd, RIGHT into Queen St, LEFT into Maidstone St, MSJ	ROUTE 1215 - SANCTUARY LAKES	Morning: 7:30am FROM Sanctuary Lakes Shopping Centre Point Cook Rd, RIGHT Seabrook Blv, RIGHT Point Cook Rd, RIGHT Central Ave, RIGHT Merton St, RIGHT Petre Ave, Newham Way, Macneil Drv, LEFT Henry Drv, LEFT Spicer Blv, May Ave, RIGHT Merton St, Victoria St, Everingham Drv, RIGHT Queen St, LEFT Maidstone St, MSJ
LAVERTON NORTH/ALTONA MEADOWS	Afternoon: 3.40pm FROM MSJ RIGHT into Queen St, LEFT into Everingham Rd, RIGHT into Victoria St, LEFT into Alma Ave, RIGHT into Merton St, LEFT into Railway Ave across the crossing, RIGHT into Maher Rd, LEFT into Bladin St, LAST STOP Cnr Bladin St and Old Geelong Rd		Afternoon: 3:30pm FROM MSJ Maidstone St, RIGHT Queen St, LEFT Everingham Drv, Victoria St, RIGHT Merton St, LEFT May Ave, Spicer Blv, RIGHT Henry Drive, RIGHT Macneil, Newham Way, Petre Ave, LEFT Merton St, LEFT Central Ave, LEFT Point Cook Rd, LEFT Seabrook Blv, LEFT Point Cook Rd, Sanctuary Lakes Shopping Centre
ALTONA MEADOWS/ POINT COOK	Afternoon: 3.35pm FROM MSJ RIGHT into Queen St, LEFT into Victoria St, RIGHT into Merton St, LEFT into Central Ave, LEFT into Point Cook Rd, LAST STOP Sanctuary Lakes Roundabout		Morning: 7:25am FROM Bus Stop near Corner of Derrimut Rd/ Leakes Rd Derrimut Rd, LEFT Hogans Rd, LEFT Morris Rd, RIGHT Andrew Rd, LEFT Taronga Rd, RIGHT West Meadows Ln, RIGHT Marquands Rd, LEFT Sayers Rd, LEFT Old Geelong Rd, RIGHT Bladin St, RIGHT Maher Rd, LEFT Railway Ave, RIGHT Merton St, LEFT Hall Ave, RIGHT Victoria St, LEFT Queens St, LEFT Maidstone St, MSJ
YARRAVILLE/ SPOTSWOOD – SITA	Morning: 7.40am FROM Wembley Ave, (just south of Hawkhurst St) RIGHT into Fogarty Ave, RIGHT into Kernot St, RIGHT into Brunel St, LEFT into Truman St, RIGHT into Blackshaws Rd, LEFT into Millers Rd, RIGHT into Civic Pde, LEFT into Maidstone St, MSJ  Afternoon: 3.20pm FROM MSJ EXPRESS to Blackshaws Rd, LEFT into Saltley St, RIGHT into Brunel St, LEFT into Montgomery Cres, RIGHT into Vernon St, LEFT into The Avenue, Fogarty St, LEFT into Wembley Ave, RIGHT into Francis St, LEFT into Williamstown Rd, LEFT into Somerville Rd, LEFT into Roberts St, RIGHT into Kidman St and RIGHT into Angliss St	ROUTE 1217 - TRUGANINA/ HOPPERS CROSSING	Afternoon: 3:30pm FROM MSJ Maidstone St, RIGHT Queens St, RIGHT Victoria St, LEFT Hall Ave, RIGHT Merton St, LEFT Railway Ave, RIGHT Maher Rd, LEFT Bladin St, LEFT Old Geelong Rd, RIGHT Sayers Rd, RIGHT Marquands Rd, LEFT West Meadows Ln, LEFT Taronga Rd, RIGHT Andrew Rd, LEFT Morris Rd, RIGHT Hogans Rd, RIGHT Derrimut Rd, Bus Stop near Cnr of Derrimut Rd/ Leakes Rd
NEWPORT – SITA	Afternoon: 3.20pm FROM MSJ RIGHT into Civic Pde, LEFT into Millers Rd, RIGHT into Mason St, RIGHT into Blenheim Rd, LEFT into		

NB: Bus routes and timetables may be subject to change as determined by the provider.

## Houses at MSJ



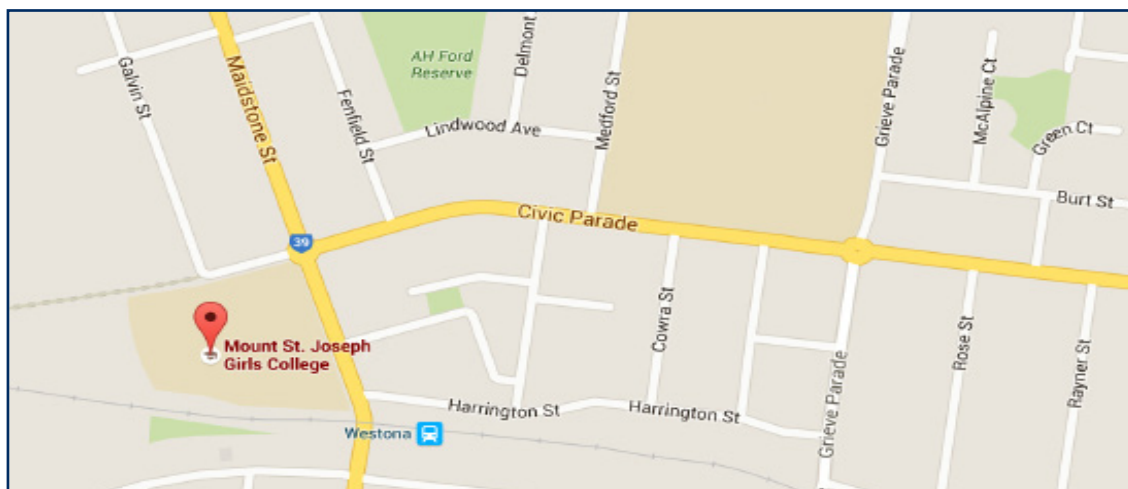
HOUSE	MC CORMACK	SOLOMON	KINCUMBER
BACKGROUND	<p>Sr Irene McCormack was a Josophite Sister who worked in the village of Huasihuasi in The Andes, Peru. The people there were very poor and oppressed by a rebel guerilla group called The Shining Path.</p> <p>On May 21st 1991, Sr Irene was fatally shot by members of The Shining Path for her work with the poor.</p>	<p>A wealthy Jewish man and philanthropist, Emmanuel Solomon generously supported anyone who assisted the poor and disadvantaged.</p> <p>In 1871, when Mary was excommunicated, Emanuel provided free accommodation for Mary and her Sisters. Solomon was from a different faith, yet he had the utmost respect for Mary and her Sisters.</p>	<p>Kincumber is the location, about an hour north of Sydney, where the Sisters of St. Joseph opened an orphanage for street children in 1887.</p> <p>Here the orphans were taught trades so that they could become self-sufficient and would no longer have to live on the streets.</p>
VALUE	Compassion	Inclusiveness	Dignity
MOTTO	On wings of compassion	All equal in God's eyes	With dignity we stand tall
EDUCATION & FUNDRAISING AREA	Caritas Catholic Overseas Aid	Indigenous Ministries	Josephite Ministries

## Houses at MSJ



HOUSE	PENOLA	CAMERON	PROVIDENCE
BACKGROUND	<p>Penola is a South Australian town 388km south east of Adelaide.</p> <p>It was here that in 1866 Mary MacKillop and Fr. Julian Tenison Woods, with the shared dream of providing a free Catholic education to the children of Australia, first established the order of the Sisters of St. Joseph of the sacred heart and the first free Josephite school.</p>	<p>When Mary was 18 she moved to Penola to take up the role of Governess for her relatives the Camerons.</p> <p>During this time Mary held classes for her young cousins and welcomed many young local children to join her classes. It was in this experience that Mary's vision to educate the poor began.</p>	<p>During the early years of the Order's work across Australia the Sisters established a number of Houses of Providence. These houses served as a refuge for young women and children who did not have access to a safe home or food.</p> <p>The Sisters of St. Joseph have a strong faith in the providence of God. There were times they may not have been able to afford food to serve the people they supported, but their faith in God's will always provided for them what was necessary.</p>
VALUE	Courage	Knowledge & Understanding	Providence
MOTTO	Always with courage	Knowledge will change the world	Trust in God's Will
EDUCATION & FUNDRAISING AREA	Women's Programmes	Catholic Mission	St. Vincent De Paul

## Contacts & Location



Mount St. Joseph Girls' College  
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[www.instagram.com/MSJGirlsCollege](http://www.instagram.com/MSJGirlsCollege)





## Thank you

Thank you for your interest in Mount St. Joseph Girls' College. We hope you have enjoyed this introduction to our community.

Mount St. Joseph Girls' College has a tradition of welcoming students of different faiths wishing to avail themselves of the richness of our curriculum and community.

A competitive fee structure has been maintained without compromising the high standards and many opportunities that Mount St. Joseph Girls' College offers to all students.

Application forms or regular College newsletters can be downloaded from our College website at [www.msj.vic.edu.au](http://www.msj.vic.edu.au), or by contacting the College Registrar who can provide information about any current vacancies. Applications for Year 7 open 18 months prior to the commencement of the school year (i.e. in July of the student's Grade 5 year).

For further information regarding tours, enrolment applications or any queries regarding our programmes, please contact the College Registrar on 8398 2000, or by emailing [registrar@msj.vic.edu.au](mailto:registrar@msj.vic.edu.au).

## Come and Visit Us

We extend a warm invitation to all who may be interested in learning more about our inspiring community of young women to join us on a school tour and hear directly from the students, staff and parents about their pride in Mount St. Joseph Girls' College.

Tours of the school can be arranged by contacting our Registrar, Mrs Sherri Collins, on 8398 2000. Alternatively, our student guides would welcome the opportunity to show you around our school. Please contact the College Registrar or visit our website to book a date.

## Please note:

This information is accurate as of January 2018. As we are a dynamic learning community, the information provided in this handbook is meant only as a guide and is subject to change. However parents/carers will be informed in due course, if and when changes occur.





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