



Mount St Joseph Girls' College Altona

2021 Annual Report to the School Community



Registered School Number: 1635

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E NUMBER	E1235

Minimum Standards Attestation

I, 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 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

28/03/2022

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

Our College Vision

To be leaders in girls' education enriched by the teaching of the Josephites.

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 student who joins our community for their secondary school years.

As a community, we are committed to the ongoing development of our 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, and 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 our students 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 co-curricular passions. As every student has different hopes for the future, 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

Who would have thought at the beginning of the year, when covid case numbers were zero or very low, that we would, once again, be experiencing a year of lockdowns and remote learning. We can let that aspect of the year define our year or we can look to all that has been achieved.

It was so nice to commence in the normal way with our opening assembly where we introduced our 2021 College theme - Embracing the Heart's Call. This theme challenged us to reflect on who we are called to be and how we can be more like Mary the Mother of Jesus and open our hearts and say yes to God's call.

This theme called us to say yes and embrace the opportunities that are presented to all of us at MSJ and it challenged us to learn with wonder and curiosity. And learn with wonder and curiosity we did! We explored new ways of learning through our innovative and creative classes, through our camps, sports and arts programs, and through the many co-curricular activities.

I acknowledge the strong young women of MSJ, the students of MSJ who are called to stand together, to be women who believe, lead, inspire and challenge. Like Mary MacKillop, they are challenged to always be strong women of integrity and compassion.

Kate Dishon

Principal

College Board Report

Mount St. Joseph Girls' College - Altona West is a company limited by guarantee and became an Archdiocesan Secondary College in late December 2019 when the Trustees of the Sisters of St Joseph transferred the company to the Catholic Archdiocese of Melbourne. A new Board of Directors was appointed with four directors nominated by the Sisters of Saint Joseph and a further five Directors nominated by the Archdiocese of Melbourne. The Archbishop entrusts the College Board of Directors with governance responsibilities. The focus of the Board is strategic direction consistent with the College vision, mission and objectives, diligent stewardship of financial and physical resources, compliance and risk minimisation, and child safety.

The work of the Board of Directors is supported by the Finance & Audit and Facilities sub-committee. In February, Board Director and member of the Finance & Audit and Facilities sub-committee, Mr John Stringer, accepted responsibility for chairing meetings of this important sub-committee. Following a resolution of the Board in 2020, and due to some continued disruption caused by COVID-19, a number of meetings of the Board and its sub-committee during 2021 were conducted via 'Zoom', which enabled all scheduled meetings to proceed as outlined at the commencement of the 2021 school year. At the conclusion of 2020, Ms Josephine Cafagna resigned from the College Board and we welcomed Dr Margaret Carswell to the Board of Directors in early 2021.

Each Director brings specialist expertise and professional experience to the Board and each contributed generously at Board and sub-committee meetings during 2021, despite the difficulties posed by COVID-19 restrictions and intermittent lockdowns.

The College Principal and Business Manager attend Board and sub-committee meetings in an ex-officio capacity and the Principal's Executive Assistant provides vital administrative assistance.

In 2021, the College Board of Directors comprised:

- Mr Garry McLean (Chair)
- Ms April Honeyman
- Mr Patrick Love
- Dr Geraldine Larkins rsj
- Ms Annie Rahilly
- Dr Margaret Carswell
- Mr John Stringer
- Mr Jim Sadler

Ex-officio attendees were:

- Ms Kate Dishon (Principal / Chief Executive Officer)
- Mr Danny O'Malley (Business Manager / Company Secretary)
- Ms Rebecca Pantalleresco (Principal's Executive Assistant / Executive Assistant to the Board)

As well as approving and maintaining oversight of the College budget and contributing to strategic planning, the Board continued to maintain a keen overview of the refurbishment and extensions to the Finucane & Pierce Buildings as they neared completion in 2021. The Board also supported the completion of the landscaping of the college grounds which in turn, complemented the

completion of the student and staff amenities and refurbished teaching and learning facilities, as part of the overall building project. Assistance was also provided to the College in its efforts to resolve the school's ongoing bus issues.

Given its perceived potential for development as car parking, the Board continued to maintain an interest in land alongside the Altona Police Station in Galvin Street adjacent to the College and the wetlands area, as it prepares to initiate a renewed and updated College Master Plan in 2022.

The Board also continued to work with the College and the College Stewardship Team during 2021, in ensuring that financial assistance was available to all our families during the COVID-19 pandemic and lockdowns. Families were also informed well in advance that School Fees for the 2022 school year would increase by a modest 1.5 percent. These financial decisions by the Board were designed specifically to maintain the provision of an excellent Catholic education for girls, to families without impinging on the ongoing viability of the College.

The contribution of all Board Directors in 2021 was once again significant in terms of their engagement with the College, particularly during extended periods of lockdown and uncertainty caused by the COVID-19 pandemic. The skill set, expertise and experience of Board Directors across Finance, Religious Education, Law, Architecture, School Education, Business Management, Planning, Media and Public Relations, proved to be significant as the Board continued its transitioning to the new governance structure with the Archbishop and the Archdiocese of Melbourne. The contribution of Directors to board meetings, sub-committee meetings and stewardship of the College was very pleasing and of tremendous benefit to the growth and provision of Catholic education for girls in Melbourne's west.

During 2021, the Board of Directors continued to acknowledge the dynamic leadership and management of the College by the Principal and Business Manager, together with the Deputy Principals and members of the College Stewardship Team, all of whom contributed to another very unusual and often challenging school year. The Board also acknowledged the academic achievement of the 2021 VCE and VCAL student cohort and their teachers over the six years of secondary education provided by the College. The continued participation of students with support from the teaching staff in artistic pursuits, sporting endeavours, social justice initiatives and local community activities during another challenging year was also commended by the Board.

Garry McLean

MSJ Board Chair

Education in Faith

Goals & Intended Outcomes

To strengthen the College as a faith-filled, dynamic and contemporary Catholic learning community in the tradition of Saint Mary of the Cross MacKillop and Fr Julian Tenison Woods.

Achievements

- Adopted and responded to the theme 'Embracing the Heart's Call'.
- Developed online faith activities to engage all members of the school community during remote learning, including weekly chapel prayer, online meditation for senior students and staff.
- Mary MacKillop Feast Day prayer service and JJAMM Week activities.
- Ongoing review of the Religious Education curriculum to reflect student interests and support remote learning experiences, with a particular focus on strengthening the teaching of Scripture and Catholic Social Teaching.
- Partnership with MacKillop College Werribee in the MACS project 'Partnering to Learn', collaborating on curriculum development linking with the Mary MacKillop story and Josephite charism. This project continues to be supported in 2022.
- Partnership with MacKillop College Werribee in the MACS Prayer Collective, engaging in a program of Spiritual Conversation with the Stewardship Team. This project continues to be supported in 2022.
- Awarded a Rerum Novarum Grant for the running of 'MSJ Op Shop', collecting monetary and clothing donations for the Feast of the Sacred Heart. This project has been rolled over into 2022.
- Continued support of Caritas through Project Compassion.

VALUE ADDED

- Opening assembly launching the 2021 theme
- Opening school year Mass for staff and then with students, celebrating the theme
- Stations of the Cross
- Staff formation on the Year of St Joseph with Sr Rita Malavisi rsj
- Student retreats at Years 7, 10 and 12
- Staff prayer workshops (art, tai chi, meditation, labyrinth, spiritual conversation)

Learning & Teaching

Goals & Intended Outcomes

To improve student learning outcomes through personalised, effective and stimulating learning and teaching that builds student engagement and success in all areas of the curriculum.

Achievements

- Implementation of progressive exam processes from Years 8-11.
- Delivery and evaluation of professional development for teachers, targeting: Alternate forms of effective feedback (peer feedback, self reflection); and development of teacher skill in writing criteria for success.
- Evolution of the teacher coaching model which now includes: Team based coaching; and more frequent opportunities for feedback.

STUDENT LEARNING OUTCOMES

The percentage of students making above average progress in the three NAPLAN areas during 2019-2021 were: Reading 55%, Writing 53% and Numeracy 47% (+2%, -8% and +2% respectively compared to 2017-2019).

Average scores in Year 7 were: Reading 573, Writing 563, Spelling 563, Grammar 576, and Numeracy 565.

MEDIAN NAPLAN RESULTS FOR YEAR 9

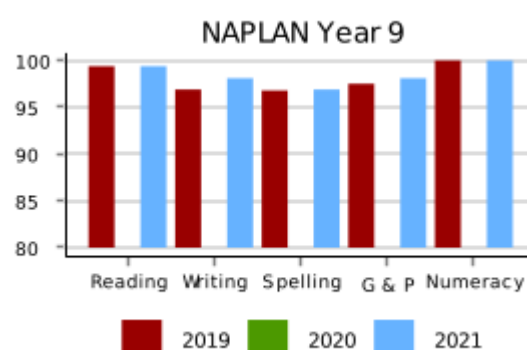
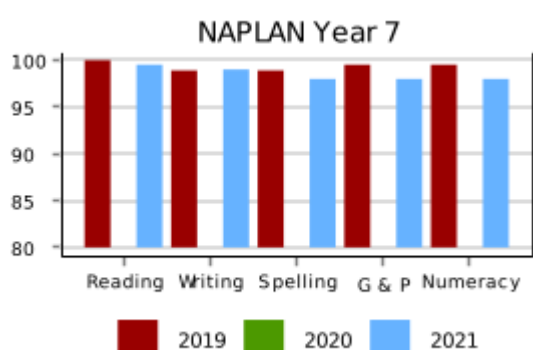
Year 9 Grammar & Punctuation	603.5
Year 9 Numeracy	597.8
Year 9 Reading	609.7
Year 9 Spelling	586.7
Year 9 Writing	585.4

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 07 Grammar & Punctuation	99.5	-	-	98.0	-
YR 07 Numeracy	99.5	-	-	98.0	-
YR 07 Reading	100.0	-	-	99.5	-
YR 07 Spelling	98.9	-	-	98.0	-
YR 07 Writing	98.9	-	-	99.0	-
YR 09 Grammar & Punctuation	97.5	-	-	98.1	-
YR 09 Numeracy	100.0	-	-	100.0	-
YR 09 Reading	99.4	-	-	99.4	-
YR 09 Spelling	96.8	-	-	96.9	-
YR 09 Writing	96.9	-	-	98.1	-

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

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

To develop further and enhance practical school-wide approaches that value diversity, respond to individual needs, and foster positive respectful relationships between all members of the College's community.

Achievements

- Continued growth and strengthening of student leadership portfolios.
- Continued to utilise our Supportive Friends and Peer Support programs to build community.
- Introduced the Student Voice and Engagement Team with representatives from WAAMS, Principal, DP Student Wellbeing, and Director of Student Wellbeing.
- Ran 'Tuning into Teens' program, continued to offer Parent Modules and the Daughter and Mother Series.
- Held an 'R U Okay' Day and HeadSpace mental health sessions.
- Secured student involvement with 'Bullying, No Way' survey, Learning Mentor program and pastoral periods.
- Implemented new processes and procedures for NCCD (Nationally Consistent Collection of Data) for students with disabilities.
- Produced a report from the Mental Health Collective with MacKillop College Werribee, Clonard College and Caroline Chisholm Catholic College. Report provided key recommendations on processes for schools to utilise to support students experiencing significant mental health issues.
- Recommendations from the report were adopted and a new role of Student Services Manager has been introduced.
- Steered a working party with MACS and Travancore Child & Adolescent Mental Health Services that explored how schools can meet the needs of students who disengage from school.
- In 2022, the College will trial a student re-engagement program.
- Introduced PULSE surveys as weekly check-in for student wellbeing.
- Continued to work with Victoria University and RMIT Social Work Department.
- Students participated in online wellbeing forums on cyber safety.
- Worked with Victoria Police Community Engagement Project to explore safe relationships, partying and online behaviours.
- Successful International Women's Day Breakfast.

VALUE ADDED

- Worked with MacKillop College, Clonard College and Caroline Chisholm Catholic College investigating best practice to support students with significant mental health needs.
- Continued to promote student voice and agency through: Student Leadership, Peer Support Leaders, Supportive Friends.
- Continued to develop a number of student support groups: Confident Me, Chill Out, Managing Stress, and Managing Exams
- Guest Speakers: Consent and Alcohol
- Year 6 Orientation Day
- Year 6 Orientation Day for Anxious Learners
- Family support group for parents with young people with significant mental health needs.

STUDENT SATISFACTION

The College is pleased to note growth in the areas of Rigorous Expectations and Student Voice. We believe that this is a direct result of our decision to include students in decision-making and the promotion of our Student Voice and Engagement Team. We believe that if we continue to promote student voice, our engagement and student satisfaction will continue to improve. We are also proud of the growth of student perception in student voice and student safety.

STUDENT ATTENDANCE

- The roll is taken each morning in Learning Mentor Time and a text message sent to families at 9:30am to advise them of student absence.
- During remote learning, the Learning Mentor contacted parents directly if a student did not log in.
- Rolls are marked again at each lesson and monitored by Year Level Team Leaders, House Leaders, Director of Student Wellbeing, and Deputy Principal - Student Wellbeing.
- Unexplained absences are continually monitored until a resolution is found.
- At the beginning of Week 4 and Week 8, the Learning Mentor analyses the attendance patterns of students and a school letter is sent to families whose student's attendance is unsatisfactory.
- Family interviews are held to explore school absence and refusal.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	91.7%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	95.9%
Y08	92.5%
Y09	90.4%
Y10	90.7%
Overall average attendance	92.4%

SENIOR SECONDARY OUTCOMES

VCE Median Score	31.0
VCE Completion Rate	100.0%
VCAL Completion Rate	89.0%

POST-SCHOOL DESTINATIONS AS AT 2021

Tertiary Study	68.0%
TAFE / VET	9.0%
Apprenticeship / Traineeship	3.0%
Deferred	10.0%
Employment	9.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	1.0%

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 Safety agenda item
- Child Safety Statements placed on College intranet and revisited at a Staff Meeting each semester
- Reception staff and Administration Manager are fully aware of child safety and risk compliance
- Open discussions about child safety
- Staff, students and parents encouraged to discuss issues pertaining to child safety
- Establishment of programs to support vulnerable students
- Appointment of Child Safety Officers
- Child Safety email address
- Regular notices in Synergy - College newsletter
- Semester Briefing with students
- Clear procedures for Mandatory Reporting
- CEM/DHHS Register with Deputy Principal Student Wellbeing and Principal EA
- Staff training through CompliSpace

- Each Board director, staff member and Direct Contact Volunteer having to complete Child Protection Training which provides information with respect to key risk indicators of child abuse and reporting procedures
- Establishing clear guidelines for reporting child abuse concerns
- Creating an environment supportive of children from culturally diverse backgrounds and children with disabilities

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
- Pre-employment questions
- Applicant's declaration
- Questions in interviews
- Questions in reference checks
- Staff Induction

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

- Administration Manager and Deputy Principal Student Wellbeing regularly undertake site audits and audits of documentation ensuring highest standards
- 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 & Management

Goals & Intended Outcomes

To grow and sustain a professional culture that is characterised by a shared vision, clear communication, effective teamwork and a focus on continuous improvement.

Achievements

- Continued to plan for expansion in enrolments.
- Completed a whole school review and developed the 2022-2025 School Improvement Plan.
- Principal Summative Review was held.
- Continued the staff reflection/goal setting initiative for staff with continued focus on improvement and growth.
- Provided support to staff and students impacted by positive covid cases.
- Provided ongoing wellbeing support for staff and students throughout remote learning.
- Sent 'care packs' to staff during remote learning.
- Held an MSJ conference focusing on Learning, Faith and Wellbeing.
- Provided targeted professional learning to develop future 'whole school' and individual goals.
- Provided professional support and learning for remote learning.
- Transitioned the College Student Information System to Synergetic
- Installation of 3 x Video Conferencing Interactive Screens (ZTouch).
- Completed the refurbishment and extensions of the Finucane and Pierce buildings including the building of a cafe.
- Completed extensive landscaping to provide outdoor learning spaces and leisure areas.
- Installed air conditioning in the Mary MacKillop Centre.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

- Anaphylaxis
- Diabetes
- Leadership Conferences
- Bullying and Harassment
- First Aid Training
- Child Safety
- Differentiation

- Subject-specific Conferences and workshops
- Faith Development
- Occupational Health and Safety
- Student Wellbeing and Health
- Mental Health
- Mandatory Reporting
- Respectful Relationships
- Purposeful Teaching
- NCCD Adjustments
- VCE Assessor Training
- VCAA subject/general Webinars
- Growth Coaching
- Online platforms training and workshops
- Staff Wellbeing Workshops

Number of teachers who participated in PL in 2021	81
Average expenditure per teacher for PL	\$1250

TEACHER SATISFACTION

The 2021 MACSSIS survey results shows high positive results in the following areas:

- Staff Leadership Relationships
- Collaboration
- Support for Teams
- School Climate

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	92.2%
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ALL STAFF RETENTION RATE

Staff Retention Rate	94.7%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	31.3%
Graduate	31.3%
Graduate Certificate	3.6%
Bachelor Degree	78.3%
Advanced Diploma	6.0%
No Qualifications Listed	7.2%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	87.0
Teaching Staff (FTE)	82.9
Non-Teaching Staff (Headcount)	41.0
Non-Teaching Staff (FTE)	36.3
Indigenous Teaching Staff (Headcount)	0.0

College Community

Goals & Intended Outcomes

To ensure that the College continues to be a community where all its members experience a sense of belonging, purposeful learning and connectedness to the school and the broader community.

Achievements

- Continued implementation of the marketing strategy.
- Continued to provide information via social media.
- Produced a Year 12 Graduation Video for families.
- Held online interviews with Year 7 2023 applicants.
- Fostered partnership through International Women's Day.
- Participated in Clean Up Australia Day.
- Assisted with the St Joseph Morning Tea fundraiser.
- Continued parent information nights, student-led conferences and parent/student/teacher conferences via zoom.

VALUE ADDED

- Virtual VCE Folio Exhibition
- Book Week author visits
- Harmony Day celebrations
- MSJ Connect website continued during COVID to keep community connected and involved
- 'Crazy Hair and Sock Day' to support the Catholic Mission
- Parenting webinars and Tuning into Teens virtual workshops

PARENT SATISFACTION

The 2021 MACSSIS survey results showed very high positive results in the following areas:

- School Climate
- Communication
- School Fit
- Student Safety

