

2023

Annual Report to the School Community



Mount St Joseph Girls' College

133 Maidstone Street, ALTONA 3018

Principal: Kathryn Dishon

Web: www.msj.vic.edu.au

Registration: 1635, E Number: E1235

Principal's Attestation

I, Kathryn Dishon, attest that Mount St Joseph Girls' College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 26 Mar 2024

About this report

Mount St Joseph Girls' College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

Mount St Joseph Girls' College – Altona West is a company limited by guarantee and became an Archdiocesan Secondary College in December 2019 when the Trustees of the Sisters of St Joseph transferred the company to the Archdiocese of Melbourne.

A new Board of Directors was appointed and entrusted with governance responsibilities by the Archbishop. 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 Committee and the Land Acquisition and Master Plan Committee. A Policy Committee was established during 2023 to support the College in ensuring that all Board and College policies are developed, monitored and evaluated.

Each Director brings specialist expertise and professional experience to the Board and each contributed generously during 2023, at Board and Committee meetings as well as the Board Strategic Planning Day. The College Principal and Business Manager attend Board and Committee meetings in an ex-officio capacity and the Principal's Executive Assistant provides vital administrative assistance.

In 2023, the College Board of Directors comprised:

- Mr Garry McLean (Chair)
- Dr Margaret Carswell
- Mr Timothy Crawford
- Ms April Honeyman
- Dr Geraldine Larkins rsj
- Mr Jim Sadler
- Mr John Stringer

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)

Following on from the previous years' Strategic Planning Day and building on the College theme for 2023 "Our Joy is in Our Belonging", the College Board undertook two significant initiatives in 2023.

Firstly, with the assistance of the Land Acquisition and Master Plan Committee, the Board began the detailed process of developing a project plan for updating the previous College Master Plan, which no longer served or reflected the needs of the College during a period of enrolment growth and strong financial performance.

The Board utilised the findings and recommendations of a detailed Transport and Access Study report and two further reports initiated by the Archdiocese Property Acquisition and Land Assembly Advisory Service, as part of the master planning brief. The Land Acquisition and Master Plan Committee led the process to select an Architect to develop the updated College Master Plan Report 2024-2030.

Secondly, the Board established a Policy Committee to ensure that all policies are developed, monitored, evaluated and cyclically reviewed by the Board, to ensure they meet the directives set by the member and educational, legal and statutory authorities.

By maintaining a register of all Board/College policies, the Committee will further ensure the Board's responsibilities in terms of the Constitution; the Catholic identity and charism of the College; the Stewardship of the College finances, resources and assets; Risk management issues; and Child Safety legislation and regulation are embedded in organisational leadership and governance of the College.

During 2023, the Board of Directors supported and acknowledged the strategic leadership and diligent 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 achieving the College objectives outlined in the Annual Action Plan 2023.

The Board also acknowledged the academic achievement of the 2023 VCE and VCAL student cohort and their teachers. The continued participation of students with support from the teaching staff, in social justice initiatives, artistic pursuits, liturgical celebrations, sporting endeavours, and local community and parish activities during the year, was also commended by the Board.

In governing this Archdiocesan College, the Board of Directors continue to ensure fidelity to the Vision and Mission of the College, drawn from the charism, spirituality and tradition of Mary MacKillop and the Sisters of Saint Joseph, in providing a leading Catholic Girls' College that is future focused.

Garry McLean
Board Chair

Vision and Mission

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

2023 was an amazing year for students and staff. After several years of uncertainty and concern around COVID-19, it was fabulous to be able to provide many academic, physical, social, and spiritual opportunities for our community.

Our 2023 theme, Our Joy is in Our Belonging, was a wonderful theme for the year. We were challenged to find joy in every day, and support and care for each other so that we all felt that we belonged at MSJ. Throughout the year, I witnessed many actions that contributed to that joy. The students embraced the joy that comes with learning new things, trying new things, and making new friends.

It was a fun and exciting year. Students excelled in the classroom, displaying expertise in all subject areas. They also shone in the arts and sports arena. They enthusiastically embraced our Catholic faith and honoured the many faith traditions at MSJ through masses, liturgies, retreats, and social justice initiatives.

MSJ is an amazing and diverse community, and this diversity is what makes this College so joyful.

In the words of St Mary MacKillop, 'Let us be joyful and thank God'.

Kate Dishon
Principal

Catholic Identity and Mission

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 College's 2023 theme, 'Our Joy is in Our Belonging'
- Staff Formation & Prayer
 - Developed a staff formation and prayer plan
 - Introduced new ways to celebrate liturgy and services
 - Celebrated Catholic Education Week, JJAMM Week, Sacred Heart Week and National Reconciliation Week with consideration of rich prayer experiences to enhance our Josephite Tradition
 - Hosted the AJASS Student Leadership Day and Principals' Conference which provided a rich program building upon our Josephite charism
 - Hosted 12 hours of Accreditation in-services in a broad range of areas, and offered and advertised a wide range of external faith formation opportunities
- Catholic Social Teaching (CST)
 - Developed an online fundraising application form and a Social Justice and Fundraising Policy which reflect our College mission and vision, thus helping staff and students learn more about CST principles
 - Youth In Action Team (YIA) met fortnightly to discuss pressing social justice issues
 - Hosted a College Vinnies Winter Sleep Out with three local Vinnies Presidents in attendance. Donated care packages and winter items
 - Participated in a number of appeals and raised over \$10,000 for various causes
- Commenced the process of developing the College's Reconciliation Action Plan (RAP), actions included:
 - Registering with Narragunnawali Reconciliation Australia, reviewing levels for a RAP and developing a timeline to support the achievement of a RAP
 - Attending the Opening The Doors FIRE Carrier Program and Schools
 - Hosting an Australians Together 'Building Confidence Day' for all staff
- Commenced the process of developing a Laudato Si Action Plan, actions included:
 - Registering with the Caritas Australia Catholic Earthcare Program, designing a resource bank and achieving Level 1
 - Establishing an Earthcare Team. Projects undertaken included planting flowers, plants, herbs, and vegetation in the school garden beds. Maintained the garden,

weeding, etc. Made signage for the garden. Hosted an Energy Saver Day, Plastics July, Climate Change Month

- Continued to enhance and embed Respectful Relationships through curriculum and wellbeing programs, actions included:
 - Researched faith and values-based programs/providers in and around the area of Respectful Relationships to further complement our current RE program
 - Implemented a new Year 10 RE Healthy Relationships unit designed for Term 4 (written by all Year 10 RE Teachers)
 - Hosted a Year 10 Healthy Relationships Day by Choicez Media
 - Hosted a Year 9 Reflection Day on Belonging & Relationships YMT

Value Added

- Opening assembly launching the 2023 College theme
- Opening school year Mass for staff and then with students, celebrating the theme
- Stations of the Cross
- Paschal Way of Light
- Student retreats at Years 7, 10 and 12
- AJASS excursions at Year 10 and for Student Leaders

Learning and 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

- Continued to encourage and support Student Voice, actions included:
 - Twice yearly student perceptions surveys
 - Student input through a variety of Learning Development surveys relating to Learning and Teaching initiatives
 - Student involvement in the Child Safety Committee
- Clearer Learning Intentions & Success Criteria (LISC) and continued to ensure LISC is an embedded practice in the school community
- Continued to develop the Teacher Coaching Program
- Continued to improve feedback to parents, including working in collaboration with staff to change the marking scheme for assessment, to ensure adequate and clear feedback is provided to families about student outcomes
- Staggered implementation of a Learning Management System (LMS)
- Student intervention meetings that monitor pathway and wellbeing
- Vocational Major / Victorian Pathways Certificate implementation
- Updated and communicated VCE policies and procedures
- Continued staff development in relation to VCE data
- Replaced a physical computer lab with a cloud based solution, thus allowing students to access curriculum resources in and out of school hours
- Review of curriculum offerings
- Review of Australian Curriculum changes and implementation for 2024

Student Learning Outcomes

Average scores in Year 7 were: Reading 570, Writing 569, Spelling 599, Grammar & Punctuation 560, and Numeracy 552

Average scores in Year 9 were: Reading 604, Writing 606, Spelling 584, Grammar & Punctuation 588, and Numeracy 580

In 2023, the rating result scales for outcomes did change. In 2023, the achievements were reported against four levels of achievement rather than the proficiency bands. These new levels of achievement are exceeding, strong, developing and need support.

For the year levels, the percentage of students at the exceeding levels are:

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 7	26.5%	17.7%	24.6%	15.2%	11.0%
Year 9	30.2%	22.7%	21.5%	17.1%	5.9%

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	560	78%
	Year 9	588	77%
Numeracy	Year 7	552	81%
	Year 9	580	80%
Reading	Year 7	570	88%
	Year 9	604	84%
Spelling	Year 7	555	84%
	Year 9	584	83%
Writing	Year 7	569	80%
	Year 9	606	85%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	30
VCE Completion Rate (includes VCE VM completions)	99.50%
VCAL Completion Rate (VCAL Intermediate)	*

*Not reported due to insufficient data i.e. less than 4 student enrolments for VCE/VCAL.

Post-School Destinations as at 2023	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

Data is based on On Track Year 12 completer survey 2023 for Post School Destinations of Year 12 or equivalent completers in 2022.

* indicates no data reported for schools with any of the following:

- (i) less than 10 Year 12 completers,
- (ii) less than 10 On Track respondents,
- (iii) less than 50% consent rate,
- (iv) less than 50% response rate or
- (v) less than 20% of the Year 12 cohort participating in the survey.

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 to develop the MSJ Wellbeing Program
- Continued the development of the College's Learning Mentor role, improving engagement with students and leading to improvements in attendance, relationships and uniform
- Employed a provisional psychologist
- Continued to promote Student Voice & Engagement
- Continued to develop the College student re-engagement program
- Participated in the student Attendance Project with Hobsons Bay City Council
- Tightened processes and procedures for NCCD (Nationally Consistent Collection of Data) for students with Disabilities
- Continued the Respectful Relationships initiative
- Used PULSE surveys as a weekly check-in for student wellbeing (Years 7-9)
- Continued to work with RMIT Social Work Department to train student social workers
- Students participated in wellbeing surveys, e.g. Mission Australia
- Set up a group that develops diversity, called 'PRISM'
- Child Safety Committee relaunched

Value Added

- Participated in 'Bullying, No Way' Day
- Held an 'R U Okay' Day
- Successful International Women's Day Breakfast and Male Mentor Breakfast
- Offered a number of Parent Information Sessions across a range of areas including Wellbeing and Child Safety
- Camps for Years 7 and 9
- Student-led assemblies
- Year 7 Transition Program
- Whole-school House-based activities, such as Athletics Day and MMADD Day

Student Satisfaction

Students were surveyed in a number of different ways in 2023, including through the Melbourne Archdiocese Catholic Schools - School Improvement Survey, Mission Australia Survey (Years 10-12 students) and students in Years 7-9 completed a weekly Pulse Survey.

Question from School Improvement Survey	MACS Average	MSJ 2023
How well do people at your school accept you for who you are?	51%	54%
How often are students disrespectful to others at your school?	31%	38%
Are there any student leadership structures in your school?	92%	94%
How effective are the student leadership structures in your school?	24%	37%

The Pulse (EI) data also provided weekly check-ins and an opportunity for students to build their own wellbeing literacy. This weekly check-in also enabled students to reach out for help and give Learning Mentors and Year Level Team Leaders a trend of individual students, classes and year levels.

Students in Years 10-12 also participated in the Mission Australia Survey. This provides great insight into the values, aspirations and issues for our young people. It also enables another avenue for student voice that helps with knowing how we perform in comparison to other schools across Victoria and Australia.

Students across all year levels are surveyed for feedback across a number of areas. This allows for improved student voice and agency for students in Years 7-12.

Student Attendance

The importance of closely monitoring student attendance is central to the work of the Wellbeing Team. Student absence is recorded on Simon as part of the Learning Management System.

- The roll is taken each morning during Learning Mentor Time (except Wednesdays) and again at the start of each lesson and monitored by the Learning Mentor, Year Level Team Leaders, House Leaders, Director of Student Wellbeing, and Deputy Principal - Student Wellbeing.
- A text message is sent to families after reception staff have checked all calls and notifications through PAM to advise reception of student absence (approx 9.30am). A

second email is sent by reception after 2pm if parents have not made contact after first text message.

- 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 was unsatisfactory (below 80%).
- Family interviews are held to explore school absence and refusal.
- Unexplained absences are continually monitored until a resolution is found.
- In extreme cases, welfare checks are conducted with students and families that struggle to engage with school programs and communication.
- Some students are directed to the re-engagement program (introduced in 2022).

Data for attendance in 2023 showed that 89.47% of students attended school at least 80% of time.

Attendance equal to or greater than...	Percentage of students
80%	89.47
85%	80.20
90%	61.57
95%	32.16
99%	3.50
100%	0.33

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	94.4%

Average Student Attendance Rate by Year Level	
Y07	92.4%
Y08	90.7%
Y09	90.4%
Y10	89.4%
Overall average attendance	90.7%

Leadership

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
- Provided targeted professional learning to develop future 'whole school' and individual goals
- Re-launched and fully integrated the Staff Learning System for compliance training - CompliLearn
- Rolled out new online task management solutions, e.g. ICT helpdesk ticketing system, online enrolments, online staff induction
- Developed a new College Master Plan
- Formed a College Organising Committee to commence planning of various celebrations and events for MSJ's 60th Anniversary (Diamond Jubilee) in 2024
- Data Management / Retention Committee established
- Child Safety Committee relaunched
- Policy Review Committee established
- Detailed review of the College Constitution and Board Charter
- Continued rollout of Salto Door automation system to enhance security and child safety throughout the College

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2023
At MSJ, we recognise that strategic implementation of professional learning is essential to ensure exemplary education and learning outcomes for our students. We provide opportunities and experiences for all our staff to develop their skills, knowledge and understandings in all spheres of the School Improvement Framework – Education in Faith, Leadership and Management, Learning and Teaching, Student Wellbeing and School Community. At MSJ, teachers were offered a plethora of professional learning opportunities through Professional Learning Modules, internal professional development days, staff meetings, faculty afternoons, professional readings, conferences, professional networks and external workshops: • Anaphylaxis • Diabetes • Leadership Conferences • Bullying and Harassment • First Aid Training • Child Safety • Differentiation • Faith Development • Occupational Health and Safety • Student Wellbeing and Health • Mental Health • Mandatory Reporting • Respectful Relationships • Coaching conferences • Learning Diversity Leader Meetings - MACs • Literacy projects • VCE English Mini Method • Faith and Mission leader conferences • Restorative Practices • STEM Conferences • Implementing AI into curriculum • VIT Mentor training • NCCD Adjustments • VCE Assessor Training • VCAA subject/general webinars • Pathways training and development • VCE subject-based conferences

Expenditure And Teacher Participation in Professional Learning	
• VCAL subject-based conferences • VPC subject - based conferences • Workcover Training • VCE Leaders Briefings • Student Behaviour and Wellbeing Conferences • Subject resource information sessions • Students with Additional Needs development • Learning Management System training • Resilience Project • Using ICT in the classroom • Understanding obligations of employment within the Catholic Secondary System • Data analysis • Certificate IV TAE • Visible Learning - What is visible learning and Learning Intentions and Success Criteria • Curriculum in Years 7 - 10 - Mapping the curriculum and General capabilities	
Number of teachers who participated in PL in 2023	120
Average expenditure per teacher for PL	\$385.00

Teacher Satisfaction

The 2023 MACSSIS survey results shows high positive results in the following areas:

- Staff-leadership Relationships
- Instructional Leadership
- Collaboration around the improvement strategy
- Feedback
- Catholic Identity
- Professional Learning

Through staff survey results, it was evident that the results relating to instructional leadership improved over the year. Generally, staff felt that the knowledge and the expertise in terms of vision and learning and teaching of school leaders was strong and that this was communicated to staff well with contribution from staff in terms of learning and developing structures.

The opportunities for professional development and personal growth increased in 2023. Staff felt that the options provided for professional development met their needs in the classroom and that they had greater access to external development that improved their practice. The school did focus on Learning and teaching in the areas of Visible learning and in Wellbeing

through Restorative Practices engaging external agencies that came to the school to work with staff throughout the year.

Feedback was another strength in the 2023 data. Across all questions in the sphere, there was improvement in the feedback that was provided by leaders and how this links to the work which is undertaken in the classroom. Staff were impressed with appraisal processes that were undertaken as part of the roles, and this could be explained through the appraisal process which were undertaken for a majority of leaders in this year.

Teacher Qualifications	
Doctorate	0.0%
Masters	20.6%
Graduate	19.1%
Graduate Certificate	2.2%
Bachelor Degree	50.0%
Advanced Diploma	2.9%
No Qualifications Listed	5.1%

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	92
Teaching Staff (FTE)	88.4
Non-Teaching Staff (Headcount)	46
Non-Teaching Staff (FTE)	44.8
Indigenous Teaching Staff (Headcount)	0

Community Engagement

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, including a College website redesign
- Continued to provide information via social media and College newsletter
- Open Day and Open Mornings held
- Promotion of 60th Anniversary (Diamond Jubilee) events planned for 2024
- Fostered partnership through International Women's Day
- Participated in Clean Up Australia Day
- Assisted with the Joseph's Corner High Tea fundraiser
- Continued parent information nights, student-led conferences and parent/student/teacher conferences via zoom & face-to-face
- Assisted with the 'Mary MacKillop Today Foundation' fundraiser dinner

Parent Satisfaction

The 2023 MACSSIS survey results showed a 56% overall positive endorsement of the school from parents. Parents' perceptions of the social and learning climate of the school is at 63%.

Parents positively endorsed attending school functions. The International Women's Day Breakfast was attended by over 550 people from the MSJ community.

The Parent/Teacher/Student Conferences were well-attended and parents valued the high-quality feedback they received in regard to their child's learning.

Parents positively provided feedback and endorsed changes to the College's mobile phone policy.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.msj.vic.edu.au