

2024

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 2024 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 20 Mar 2025

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

Established in 1964 by the Sisters of Saint Joseph, Mount St. Joseph Girls' College – Altona West is a company limited by guarantee. The College became an Archdiocesan secondary college in December 2019, when the trustees of the Sisters of Saint Joseph transferred the company to the Archdiocese of Melbourne.

A 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 & Facilities Committee, the Master Plan Committee and the Policy Committee. Each Committee meets on a regular basis and reports to the Board throughout the year.

Each Director brings specialist expertise and professional experience to the Board and each contributed generously during 2024, at Board and Committee meetings. The College Principal and Business Manager attend meetings in an ex-officio capacity and the Principal's Executive Assistant provides vital administrative assistance.

In 2024, 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)

The College theme for 2024, 'Virtue Courage, Building a Bold Future', celebrated the 60th anniversary of the founding of the College by the Sisters of Saint Joseph in 1964. The Diamond Jubilee Year began with an impressive Sunday Twilight Picnic which brought together current and former students, staff, principals and friends, who renewed acquaintances and reminisced on 60 memorable years. A week later, the College community

came together to celebrate the Diamond Jubilee Mass in thanksgiving for the countless gifts God bestowed on the College over 60 momentous years. The commemorative anniversary theme continued throughout the year and encompassed the 'Feast Day of St Mary MacKillop', 'International Women's Day', and the 'St Mary MacKillop and Fr Julian Tenison Woods Pilgrimage and Faith Formation' by the staff and several Board members.

Following formal acceptance of the College Masterplan 2024 – 2030, the Master Plan Committee, through the College Board, sought and received approval from the Archbishop to commence the detailed design work for the first significant stage of the Mount St. Joseph Girls' College Masterplan.

The Board approved commencement of the initial project to relocate the College maintenance facilities to the northern end of the College grounds. This relocation then enables the construction of an exciting Science Technology Engineering Arts Mathematics (STEAM) Centre as envisaged in the College Masterplan 2024 – 2030.

During 2024, the Policy Committee undertook an audit of all Policy documents on behalf of the Board to develop and implement a workable timeline, to ensure all policies are developed, monitored, evaluated and cyclically reviewed. This ongoing work, commenced in 2024, assists in ensuring the College suite of Policies meet the directives set by the member and educational, legal and statutory authorities.

The stewardship of the College finances, resources and assets, together with oversight of Risk Management & Compliance is carefully overseen and scrutinised by the Finance, Audit & Risk Committee. The annual Audit Report once again highlighted the strategic and diligent management of the College finances, resources and assets. The College is considered to be in a strong financial position.

Student Safety is a major priority and so Child Safety legislation and regulation are embedded in the organisational leadership and governance of the College. In particular, the College Child Safety Committee ensures the Board and its committees receive regular updates from the College Principal and reports from meetings.

The academic and vocational pathways achievement of the 2024 VCE student cohort and their dedicated teachers was acknowledged by the Board and highlighted during the Senior Secondary Pathways Awards presentation at the College in February 2025. The successful participation of students with support and encouragement from the College staff, in social justice initiatives, artistic pursuits, liturgical celebrations, sporting endeavours, and local community and parish activities was also commended.

Throughout 2024, 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 2024.

In governing this Archdiocesan College founded sixty years ago, 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 and continuing to empower women.

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

In 2024, MSJ celebrated its 60th anniversary. It was a year of much joy as we acknowledged the Sisters of St Joseph and staff and students who have contributed so much over the past 60 years. It was a real honour to have many Sisters join us for our Opening School Mass. Several of the sisters present on that day taught at the College and their passion, commitment and hard work has shaped who we are today. The sisters have been, and will continue to be, an integral part of our past, present and future.

2024 was a fabulous year for all of us at MSJ. Our theme for the year, 'Virtue Courage, Building a Bold Future' was chosen because it encompassed the College motto Virtue Courage which has been the motto since 1964. Building a Bold Future was chosen so that we continue the legacy of Mary MacKillop and the Sisters of St Joseph where we are called to be bold, courageous and fearless in being good and doing good. We are called to work together to build a bold future for all.

Our students worked hard and embraced the many opportunities that were presented to them throughout the year. Our staff ensured that MSJ continues to be a place where all are supported in their faith, learning and wellbeing. Their passion and commitment was evident everyday.

As a community, we continue to be proud of our heritage, proud that we are committed to pursuing excellence, and proud that we are a diverse and accepting community that stands up against injustices and works towards justice for all.

Throughout 2024, we reflected on our history, we celebrated and gave thanks for all who have, over the years, through their hard work and commitment, ensured that MSJ is and continues to be an exceptional Catholic girls college. As a Josephite school, we will continue to look to Jesus, Joseph, Mary MacKillop, Julian Tenison Woods and the Sisters of St Joseph for guidance, inspiration and wisdom. We are committed to building a bold future for all. May we all continue to live our lives with virtue and courage.

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.

- To develop a Staff Formation Plan that incorporates requirements for teachers, leaders, support staff, RE teachers and Stewardship Team.
- To strengthen staff engagement in prayer and understanding the Josephite values.
- To develop a clear understanding of how the College's vision and mission reflects Catholic Social Teaching (CST).
- Commencing the process of developing the College's Reconciliation Action Plan (RAP).
- Commencing the process of developing a Laudato Si Action Plan in line with ACBC goals.
- The College continues to enhance and embed respectful relationships through curriculum and wellbeing programs.

Achievements

- Hosted very successful Social Justice events and/or campaigns, e.g. Project Compassion Appeal, College Vinnies Winter SleepOut with the local Vinnies President and volunteers in attendance, donating care packages and winter items, and raising over \$3,000.
- Raised close to \$20,000, donated to Catholic charities and other organisations.
- Reignited the Reconciliation Action Plan (RAP) Working Party, meeting fortnightly with staff and students, with plans to involve parents.
- Created a permanent Aboriginal and Torres Strait Islander display in the Learning Resource Centre (LRC) featuring cultural resources, a language map, and an Aboriginal Traditional Cross.
- Hosted an Energy Saver Day.
- Reignited the Eco-Enthusiast Party in Term 4 with three goals: reducing paper use, maintaining College garden beds with seasonal vegetables and herbs, and improving waste management, starting with the staffroom and food technology areas.
- RE Team developed and delivered a new Year 10 Religious Education unit, Healthy Relationships, enriched by Elephant Education workshops. These sessions fostered open and meaningful dialogue in the classroom on themes of love, marriage, relationships, and identity.

- Faith Team successfully hosted a Year 9 Relationships Reflection Day for the second time, facilitated by the Youth Mission Team. The event received overwhelmingly positive feedback from both students and staff.

Value Added

- The 2024 Year 12 student leaders (Ministry, Social Justice, and Sustainability) reviewed and relaunched the Youth In Action Team (YIA) as SEED, representing Sustainability, Equality, Empowerment, and Dignity, and hosted fortnightly meetings.
- Celebrated National Reconciliation Week (NRW) with events such as quizzes, Indigenous cooking, mindfulness activities, and fundraising for First Nations organisations.
- Held a school assembly featuring keynote speaker from Australians Together and a choir performance of the NRW anthem, followed by interfaith performances.
- Maintained registration with the Caritas Australia Catholic Earthcare Program.

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.

- Transition to SIMON Learning Areas
- Development of the College's Assessment and Reporting Policy
- Enhance Teacher Practice
- Coaching
- Data-Driven Practices

Achievements

- Continued to encourage and support Student Voice, actions included:
 - Twice yearly student perceptions surveys
 - Implementation of student goal setting program, with student goals reported on in semester reports
 - Student input through a variety of Learning Development surveys relating to Learning and Teaching initiatives
 - Student involvement in the Child Safety Committee
- Consolidation of published Learning Intentions & Success Criteria (LISC) to students (and their families) in every lesson posted on College LMS
- Consolidation of the Teacher Coaching Program with the initiating of peer observations and feedback cycles
- Updated Assessment & Reporting Policy
- Introduction of Supplementary Assessment process
- Development and publication of consistent College wide assessment practices
- Professional development of teachers in the area of effective feedback
- Full 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 and whole school data analytics
- Introduction of Dance and Photography as electives in the middle-years
- Implementation the Victorian Curriculum 2.0 standards in both English and Mathematics, with ongoing introduction with other learning domains

Student Learning Outcomes

Year 7 2024 Analysis

Area	Exceeding	Strong	Developing	Needs additional support
Reading	29%	56%	13%	2%
Writing	26%	59%	13%	2%
G&P	20%	56%	20%	4%
Spelling	26%	53%	18%	3%
Numeracy	16%	60%	21%	3%

Year 9 2024 Analysis

Area	Exceeding	Strong	Developing	Needs additional support
Reading	23%	58%	15%	4%
Writing	33%	53%	11%	3%
G&P	21%	51%	24%	4%
Spelling	17%	71%	10%	2%
Numeracy	9%	68%	20%	3%

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	560	76%
	Year 9	586	71%
Numeracy	Year 7	550	76%
	Year 9	576	75%
Reading	Year 7	572	86%
	Year 9	593	82%
Spelling	Year 7	551	79%
	Year 9	580	88%
Writing	Year 7	579	85%
	Year 9	618	86%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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	31
VCE Completion Rate	98%
VCE VM Completion Rate	100%
VPC Completion Rate	I/D

*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Post-School Destinations as at 2024	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

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.

- Maintain, review and implement student wellbeing programs to assist students to become more confident, resilient and successful learners.

Achievements

- Continued to promote Student Voice & Engagement via:
 - Peer Support Leaders
 - Supportive Friends
 - Master Plan consultation
 - Child Safety Committee
 - Student Leadership Team
- Regular meetings regarding student engagement and learning diversity
- After school and lunchtime reflection sessions for breaches in behaviour, uniform, class expectations, lateness, inappropriate behaviour, etc.
- Continued the College student re-engagement program
- Continued to work with RMIT Social Work Department to train student social workers
- Partnership with Hobsons Bay Youth Services
- I Can network support for ASD students
- Participated in Mission Australia Survey
- Used Resilient Youth surveys as a check-in for student wellbeing
- Continued work to develop diversity through 'PRISM'
- Tightened processes and procedures for NCCD (Nationally Consistent Collection of Data) for students with disabilities

Value Added

- Participated in 'Bullying, No Way' Day
- Harmony Day activities
- Held an 'R U Okay anyday' Day
- Successful International Women's Day Breakfast and Male Mentor Breakfast
- Years 7 and 9 Camps
- Continued to develop sport and co-curricular programs

- Staff professional learning opportunities and targeted professional learning to develop future 'whole school' and individual goals

Student Satisfaction

Students were surveyed in a number of ways across the 2024 year to provide data about student satisfaction.

Students from Years 7-12 were surveyed as part of the Resilient Youth Survey in partnership with Hobsons Bay Council and were provided the opportunity to participate in the MACSSIS survey.

Students in Years 10-12 were surveyed as part of the Mission Australia Survey.

MACSSIS Survey

The data indicates students feel safe and respected at school.

Survey Question 7.4 How often do you worry about Violence at your School? (Reversed Scored)

The results over the last 3 years have been pleasing.

2022	2023	2024	MACS Average
80%	84%	83%	71%

Survey Q 5.1 How well do people accept you for who you are?

The results have been consistent and rank well above the MACS data.

2022	2023	2024	MACS Average
73%	68%	66%	56%

Mission Australia Data 400 responses

The data provides great insights:

- 98% of students want to complete Year 12

- 5% were dissatisfied with their studies
- 81% there are no barriers to them achieving their work or study
- 99% stated that had varying levels of control of their lives

Resilient Youth Survey 913 responses

The survey results provide great insight across the three key areas (Protected, respected and connected). MSJ ranked above the Australian National Average (AN) in most areas.

School engagement (CONNECTED) looks across 11 areas such as a teacher who cares, teachers who encourage, feel safe at school and care about my school.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
MSJ	71	56	55	62	64	72
AN	64	56	55	58	61	60

Student Attendance

Parents are required to notify the College of absences either by calling and leaving a message or by recording the absence on PAM (Simon).

All rolls are checked during Period 1 by Reception and any unexplained absence results in a SMS being sent to parents. A further SMS is sent to parents if they haven't responded and we continue with this process until a response is received.

A daily check is undertaken by the Director of Student Wellbeing and the expectation is that Year Level Team Leaders and House Leaders will call and work with any students we have concerns about absence.

Twice a term, letters are sent home to parents when attendance drops below 90%.

We have a designated staff member that works with students identified as at risk of ongoing absence and with students that have diagnosed medical and mental health concerns that require adjusted programs.

We also have regular meetings with Year Level Team Leaders and House Leaders where attendance is an item on the agenda.

A report is sent to each Year Level Team Leader and House Leader daily by Reception.

Our Careers & Pathways Coordinators also follow up with each institution where students undertake VET offsite and provide to all House Leaders for follow up.

We have started using Intellischools 'Pulse' alerts to advise Learning Mentors and Year Level Team Leaders/House Leaders when students have been absent or late after two days.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	84.07

Average Student Attendance Rate by Year Level	
Y07	92.2
Y08	90.2
Y09	90.4
Y10	89.4
Overall average attendance	90.5

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.

- Provide effective and relevant feedback regarding professional practice and teaching and learning performance.
- Continued refurbishment to provide contemporary learning spaces.

Achievements

Systems

- Significant support provided to the entire College regarding transition from CANVAS to SIMON Learning Management System (LMS)
- Deployment of Microsoft Defender Suite to enhance the College's cyber security
- Establishment of a virtual lab (Azure) to enhance student's learning in relation to Information Technology / Software Development curriculum

Master Plan

- Formal approval received from Archbishop to commence Stage 1 (Relocation of Maintenance) and Stage 2B (New Art & Technology Building) as detailed in the College Master Plan.
- Detailed, comprehensive design of Stage 1 completed and Planning Application lodged with local municipal authority.
- Strategic Visioning Workshop led by STEAM Consultant as part of initial scoping for Stage 2B of Master Plan. Participants included key staff, students, parents and College leadership personnel.

Committees

- Data Management / Retention Committee established
- Child Safe Committee relaunched
- Policy Review Committee established
- Archiving project officially commenced

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2024

- | |
|--|
| <ul style="list-style-type: none">• Anaphylaxis• Diabetes• Leadership Development• Bullying and Harassment• First Aid Training• Child Safety• Faith Development• Occupational Health and Safety• Student Wellbeing and Health• Mental Health First Aid• Mandatory Reporting• NCCD• VCE Assessor Training• VCAA subject/general Webinars• Pathways training and development• VCE subject based conferences• VM Subject based conferences• VCE Leaders Briefings• Student Behaviour and Wellbeing Conferences• Students with Additional Needs development• Using ICT in the classroom• Certificate IV TAE• Music Skills development• Numeracy and Literacy intervention development• Career practitioner development• Teaching mathematics• Gifted students programs• Western Region forums• Dealing with difficult members of the community• Award administration• VET Assessment• Bus licences• SIMON Training• Teaching impact in mathematics• Child Link training• Digistorm Training• IT Conferences• Respect @ work• CEBA Conference |
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Expenditure And Teacher Participation in Professional Learning	
• Student Attendance Sessions • Reconciliation Action Plan • Conflict management • Ochre program development • Staff pilgrimage to Penola, SA	
Number of teachers who participated in PL in 2024	89
Average expenditure per teacher for PL	\$980.00

Teacher Satisfaction

The 2024 MACSSIS survey results shows high positive results in the following areas:

- Feedback quality
- Staff safety
- Collective efficacy
- Collaboration

Through staff survey results, it was evident that the results relating to teacher satisfaction for the school in most part remained consistent or improved over the year and were comparable to the MACs results. Generally staff had a positive attitude, felt that students were respectful and that these items contributed to an overall positive working environment.

Perceptions of the Leaders of the College in 2024 were quite positive, with questions relating to these areas also measuring positively. Staff were appreciative of the contribution that was sought from the school community in relation to whole school decisions. Leaders of the school demonstrated empathy and respect towards staff which contributed to a positive school culture. Effective feedback also led to clarity for staff in their roles.

Staff are provided opportunities to work in collaboration with their peers to develop their teaching and learning strategies, which they feel is evident in student achievements and attitudes within the classroom. Staff feel supported by the wellbeing team, leading to an overall satisfaction relating to behavior of students and their dedication to learn and achieve educational goals.

Teacher Qualifications	
Doctorate	0
Masters	34
Graduate	30
Graduate Certificate	8
Bachelor Degree	77
Advanced Diploma	4
No Qualifications Listed	4

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	89
Teaching Staff (FTE)	86.72
Non-Teaching Staff (Headcount)	50
Non-Teaching Staff (FTE)	46.73
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.

- Strengthen the family / school partnership.

Achievements

- College 60th anniversary events such as 'MSJ Celebrates' carnival, Opening College Mass, Staff Pilgrimage to Penola, and 'Moments in Time' Variety Night
- 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
- Fostered partnership through International Women's Day Breakfast
- 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 and face-to-face
- Assisted with the 'Mary Mackillop Today Foundation' fundraiser dinner

Parent Satisfaction

The 2024 MACSSIS survey results showed a 61% overall positive endorsement of the school from parents. Parents' perceptions of the social and learning climate of the school is at 73%.

Parents' perception of an engagement with the overall Catholic identity of the school is at 64%.

Parents positively endorsed attending school functions. The International Women's Day Breakfast and Male Mentors Breakfast were very well-attended by members of the MSJ community.

Parents and carers were given two opportunities throughout the year to attend Parent/Teacher/Student Conferences. These were well-attended and a survey of parents indicated they were a positive experience.

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