

2025

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 2025 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 30 Mar 2026

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. In December 2019, the College became an Archdiocesan secondary college, 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 three Committees, each chaired by a member of the Board. These committees, the Finance, Audit & Facilities Committee, the Master Plan Committee and the Policy Committee, meet on a regular basis and report to the Board throughout the year.

Each Director brings specialist expertise and professional experience to the Board and each contributed generously during 2025, 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 2025, 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 Board of Directors meet seven times during the year and the Board committees also meet in the period prior to meetings of the Board.

The College theme for 2025, 'Be the Light that Ignites Hope', celebrated the Year of Jubilee. This theme inspired a renewed focus on hope, light and faith in action across the entire Mount St. Joseph Girls' College community. Once again, the College year began with the celebration of the Opening College Mass which incorporated the symbolic opening of the Jubilee Door, aligned with the Vatican.

Following formal approval from the Archbishop to commence work on the next stage of the College Masterplan 2024-2030, the Masterplan Committee commenced planning with the Architectural firm 'Y2 Architects'. The first stage involves a Science facility extension and the relocation of the Maintenance facilities to enable the construction of a Science, Technology, Engineering, Arts & Mathematics (STEAM) facility.

During 2025, the Policy Committee continued to audit all relevant Policy documents on behalf of the Board. The Policy Committee has established a process and workable timeline, to ensure all policies are developed, monitored, evaluated and cyclically reviewed. This ongoing work, which commenced in 2024, assists in ensuring the College suite of policies meets 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. A detailed financial and facilities analysis is provided at each Board meeting. The annual external Audit Report 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. Directors also participate in regular Safeguarding and Mandatory Reporting training.

The academic and vocational pathways achievement of the 2025 VCE student cohort and their teachers was acknowledged by the Board and highlighted during the Senior Secondary Pathways Awards Presentation at the College in February 2026. 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.

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.

In governing this Archdiocesan College founded sixty-two 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 Saint Mary MacKillop and the Sisters of Saint Joseph, in providing a leading Catholic Girls' College that is future focused and continuing to empower young women as they prepare to become our future community and faith leaders.

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

MSJ talent shone brightly on stage and in the arts. MMADD Day brought the whole school together in creativity and teamwork, the College production of *Little Shop of Horrors* dazzled audiences with its professionalism and energy, and Sound and Vision showcased the extraordinary musical, dramatic, and artistic gifts of our students. These events were true celebrations of imagination, teamwork, and joy.

Our Josephite heritage was at the heart of the year, with JJAMM Week and Mary MacKillop Feast Day inspiring generosity and service. From fundraising stalls to the Winter Sleepout, our students reminded us all of the power of kindness and the importance of standing with and supporting those in need.

As part of our Peace Program, we were delighted to welcome students from Seirei High School, Japan. This exchange program was filled with friendship, laughter, and learning, strengthening our global connections.

We look back on 2025 with gratitude and pride. It was a year where MSJ students were lights for one another — igniting hope through friendship, courage, creativity, and faith.

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.

- Launch the College theme for 2025 - *Be The Light that Ignites Hope*
- Evaluate and review community engagement in prayer
- Embed staff faith, accreditation and study opportunities
- Strengthen Josephite values through wellbeing
- Continue our staff and student faith formation program
- Embrace our Social Justice and Fundraising Policy as a core part of our school culture
- Value, foster, and respect the uniqueness, integrity, and dignity of each person

Achievements

- Hosted major liturgies and services including Opening Mass, Ash Wednesday, Stations of the Cross, ANZAC Day, Feast of the Sacred Heart, Feast Day, Graduation Mass, Remembrance Day and Advent Masses
- Increased participation in College-based accreditation hours with a total of 115 staff members engaged in accreditation. The majority of teaching staff now maintain Accreditation to Teach in a Catholic School (Level 1) or Accreditation to Teach RE / Lead (Level 2).
- Delivered staff professional learning, guest speakers, and shared resources
- College Reconciliation Action Plan completed and submitted to Reconciliation Australia
- Broad and impactful fundraising for charities such as Caritas, Vinnies, Joseph's Corner, Mary MacKillop Today, and Catholic Mission
- Participation in ESCI (Enhancing Catholic School Identity) and MACS surveys to inform Catholic Identity strategic and priority planning

Value Added

- Participated in an extensive range of faith formation programs including formation programs at each year level, JJAMM Conference (Sydney), AJASS Pilgrimage (New Zealand), MacKillop Family Services Junior Leadership Day, AJASS Senior Leadership Day, MACS RE Network
- Held a Burning of the Palms Ceremony with other local Catholic schools involved
- Celebrated key dates, such as National Reconciliation Week, NAIDOC Week, Laudato Si Week, and Season of Creation

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.

- Maintain, review and implement programs for improvement in student learning outcomes.

Achievements

- Annual Action Plan (AAP) goals targeted and linked to desired improved outcomes that could be tangibly measured
- Transitioned to SIMON Learning Areas, which has created a more streamlined and integrated platform that aligns with the College's administrative systems, offering an improved experience for both students and staff, and allowing for more effective management of curriculum delivery, student progress tracking, and communication between teachers, students and parents
- Continued to enhance the provision of summative and formative assessment from Years 7-12, clarifying the College's stance on the importance of regular assessment and feedback for student improvement
- Introduced a Learning and Teaching framework and Instructional Model. The frameworks offer a comprehensive guide to refine teaching practices and continuing the College's journey towards achieving Consistency, Clarity, Engagement and Excellence.
- Introduced Intellischools, a comprehensive data platform that empowered our teachers, providing detailed insights into student and class performance and growth.

Student Learning Outcomes

Year 7 2025 NAPLAN Analysis

Area	Exceeding	Strong	Developing	Needs additional support
Reading	31.3%	56.2%	11.5%	0.9%
Writing	27.2%	56.2%	14.7%	1.8%
G&P	27.8%	51.4%	18.1%	2.8%

Spelling	23.1%	56.0%	17.6%	3.2%
Numeracy	12.8%	63.9%	20.1%	3.2%

Year 9 2025 NAPLAN Analysis

Area	Exceeding	Strong	Developing	Needs additional support
Reading	23.6%	58.3%	17.6%	0.5%
Writing	30.6%	53.9%	15.0%	0.5%
G&P	17.0%	47.5%	31.0%	4.5%
Spelling	18.0%	60.0%	19.5%	2.5%
Numeracy	6.8%	73.2%	16.1%	3.9%

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	575	79%	568	78%
	Year 9	577	65%	582	68%
Numeracy	Year 7	556	77%	553	77%
	Year 9	584	80%	580	78%
Reading	Year 7	575	88%	574	87%
	Year 9	600	82%	597	82%
Spelling	Year 7	550	79%	551	79%
	Year 9	578	78%	579	83%
Writing	Year 7	582	83%	581	84%
	Year 9	620	84%	619	85%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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	99.40%
VCE VM Completion Rate	100%
VPC Completion Rate	*

*Data not reported for 2025 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 2025	
Tertiary Study	77%
TAFE / VET	13%
Apprenticeship / Traineeship	3%
Deferred	0%
Employment	6%
Other - The category of Other includes both students Looking for Work and those classed as Other	1%

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 develop the MSJ Wellbeing Program and included the incorporation of the Wellio program to provide guided lessons from Year 7-12. The Wellbeing Program is central to the holistic development of all students and each program is planned by a team and is age-specific.
- Continued the development of the Learning Mentor role
- Development of the Student Services Team to ensure students continued to be supported at school. Significant investment in this team was undertaken including hiring additional psychologists and counsellors, using Hobsons Bay Youth Services to support counselling demand, and teaming with Uniting Care to provide ongoing support for families and to assist with students at risk of homelessness.
- Development of the role of Student Services and integration of Diversity that was central to enhanced outcomes for students at MSJ. This included continued support for the College's student re-engagement program, tightening processes and procedures for NCCD, student wellbeing survey check-ins, and extensive opportunities for parents to participate in wellbeing-related webinars.
- The ongoing promotion of Student Voice & Engagement to ensure students have greater opportunities to help shape the College now and into the future. This included participation as peer support leaders and supportive friends, and involvement in Master Planning consultation, the Child Safety Committee, and the Student Leadership Team.
- Continuous improvement in tracking attendance data
- The introduction of Lesson Norms at Year 7 and Year 8 for Term 4 was strategic and central to more consistent classroom practices
- Student and staff engagement in whole-school activities that was vital to enhancing students' connectedness to school and provided an ability for students to contribute to being part of the MSJ community
- Significant work undertaken in policy writing to ensure the College is aligned with MACS policies

- Employment of a First Aid Officer to ensure compliance across the high level medical conditions

Value Added

- Participated in 'Bullying, No Way Day' and Harmony Day activities
- Held an 'R U Okay any day' Day and successful International Women's Day & Male Mentor Breakfasts
- Celebrated MMADD (Music, Media, Arts, Dance and Drama) Day
- Held camps at Years 7 and 9

Student Satisfaction

The data indicates students feel safe and respected at school.

MACSISS

Student Safety: Perceptions of student physical and psychological safety while at school.

The results over the last 3 years have been consistent.

2023	2024	2025	MACS Average
57%	52%	56%	56%

Learning Disposition: Students' mindset about themselves as learners.

The results have been consistent with the MACS data.

2023	2024	2025	MACS Average
48%	45%	49%	49%

Mission Australia Data - 378 responses (Years 10-12)

The data provides great insights:

- 99% of students want to complete Year 12
- 89% of students feel safe at school
- 77% of students have a teacher at school they can reach out to for support if they need to

- 21% of students feel they have barriers to achieving their goals. Most barriers were around feeling unmotivated.

Resilient Youth Survey - 985 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	75	54	60	60	62	65
AN	64	57	54	57	57	59

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.

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

We use 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	89.76

Average Student Attendance Rate by Year Level	
Y07	92.23
Y08	90.15
Y09	90.39
Y10	89.4
Overall average attendance	90.54

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

- Established and appointed a new Risk & Compliance Officer and created a HR Manager role
- Provided targeted professional learning to develop future 'whole-school' and individual goals, including extensive leadership development
- Continued planning and updating of policies in preparation for the 2026 School Review
- Continuous improvement and advancement of ICT systems and infrastructure
- Completed successful tender process for Stages 1 (Relocation of Maintenance) and 2A (Extension of Science building) of the updated College Master Plan, and a detailed, comprehensive design of Stage 2B (STEAM Centre)

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2025
• 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 • Numeracy and Literacy intervention development • Career practitioner development • Teaching mathematics • Western Region forums - Faith and Learning • Award administration • VET Assessment • SIMON Training • Teaching impact in mathematics • Child Link training • IT Conferences • CEBA Conference • Reconciliation Action Plan • Ochre program development • Vision for Engagement • Flourishing Learners Conference • Peer Support Training • Robotics in education

Expenditure And Teacher Participation in Professional Learning	
• Wellbeing Intervention Programs - e.g. Tuning into Teens, Rhythm to Recovery • Science technology • VATE Mini Methods • Instructional Coaching • Health & Safety Rep Training	
Number of teachers who participated in PL in 2025	115
Average expenditure per teacher for PL	\$145.00

Teacher Satisfaction

Perceptions of the leaders of the College in 2025 were quite positive, with questions relating to these areas measuring consistently with the previous year. There was positive growth in staff motivation that was influenced by the work of school leaders. Staff believed that the leaders did work in the best interest of the school and student outcomes. Leaders of the school demonstrated empathy and respect towards staff which contributed to a positive school culture. Staff felt that school leaders were knowledgeable in their portfolios which led to improved and clear communication.

Overall, school climate demonstrated strength in 2025, with positivity working in collaboration with other staff and students contributing to overall school improvement in the area.

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 were grateful for the celebration of staff that occurred on achievement and the improved feedback that was provided to staff in their roles.

Teacher Qualifications	
Doctorate	0
Masters	35
Graduate	31
Graduate Certificate	7
Bachelor Degree	81
Advanced Diploma	3
No Qualifications Listed	4

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	97
Teaching Staff (FTE)	94.12
Non-Teaching Staff (Headcount)	55
Non-Teaching Staff (FTE)	51.25
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

- Continued implementation of the marketing strategy, including a College website redesign
- Continued to provide information via social media and College newsletter
- Successful Open Day and Open Mornings held
- Fostered partnership through International Women's Day
- Participated in Clean Up Australia Day
- Assisted with the Joseph's Corner High Tea fundraiser
- Assisted with the Mary Mackillop Today Foundation fundraiser lunch
- Continued parent information nights, student-led conferences and parent/student/teacher conferences via zoom and face-to-face

Parent Satisfaction

The 2025 MACSSIS survey results showed a 63% overall positive endorsement of the school from parents.

Parents' perceptions of the social and learning climate of the school is at 76%.

Parents' perception of and engagement with the overall Catholic identity of the school is at 65%.

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 and these were well-attended.

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