

**ANNUAL  
REPORT**  
TO THE SCHOOL  
COMMUNITY

2019



**MOUNT ST. JOSEPH  
GIRLS' COLLEGE**

Virtue Courage

**MOUNT ST. JOSEPH GIRLS' COLLEGE - ALTONA WEST**



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## Contact Details

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<b>PARISH PRIEST</b>	Archpriest Michael Kalka
<b>SCHOOL BOARD CHAIR</b>	Mr Garry McLean
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<b>E NUMBER</b>	1235

## Minimum Standards Attestation

I, Ms Kathryn Dishon, attest that Mount St. Joseph Girls' College – Altona West 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 2019 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 School.

1 June 2020

## Our College Vision

### 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

The College theme for 2019 was, 'Have Virtue and Courage in who you become'. It was this theme that really allowed us to explore what it means to be part of the MSJ community. Throughout the year, we were called to be virtuous, to choose good, to do good, to give the best of ourselves and to live our life with purpose. We were challenged to be courageous, to stand up for what was right and good, and to be resilient in coping with the adversities that we may face.

There were so many examples throughout the year of how individual students, and the College as a whole, had been virtuous and courageous. The introduction of our acceptance statement at the beginning of the year truly showed that we, as an inclusive community, are accepting and respectful of all who are part of our wonderful College. Our continued commitment to the many social justice initiatives that are led by the students, and our continued support of each other in times of difficulty and adversity, truly show what a wonderful College MSJ is!

Throughout 2019, so many of our students questioned, challenged, participated and were engaged in all aspects of College life. I thank all the students for the wonderful contributions that they made to life at the College. It is a delight to walk around the College and see the students and staff enjoying the work that they do. There is always so much learning and fun happening day after day!

As always, I am grateful to staff and parents of the College for their commitment to making MSJ a College that embraces excellence, challenges injustices, and promotes faith, love and compassion.

Ms 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 St Joseph and a further five Directors to be nominated by the Archdiocese of Melbourne. The nominations were accepted, and the Directors appointed for a three-year term by the Archbishop 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 was supported by two sub-committees – Finance & Audit and Facilities & Planning. During 2019, these two committees continued to operate as one joint Sub-committee, the Finance & Audit and Facilities Committee. The Sub-committee Chairs shared responsibility for chairing the meetings of the joint Finance & Audit and Facilities Sub-committee. This capitalised on having a manageable number of meetings with a reliable number of sub-committee members present to form a quorum. In hindsight, the connection between the work of Finance & Audit and Facilities & Planning committees proved advantageous, particularly during the planning of the stages 3 & 4 capital works project involving the Finucane and Pierce Buildings.

Each Director brings specialised expertise and professional experience to the Board and each contributed generously at Board and Sub-committee meetings during 2019. Directors were well-represented at College events throughout the school year including the Opening Mass, the College Musical, Year 12 Graduation Ceremony, the College Awards Night and other significant events such as the International Women's Day and Male Mentor's Breakfasts.

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 2019, the College Board of Directors comprised:

- Mr Garry McLean (Chair)
- Ms Josephine Cafagna
- Mr Anthony Crosbie
- Ms Lesley Hyde
- Dr Geraldine Larkins rsj
- Ms Annie Rahilly
- Ms Andrea Richards
- Mr Shaun Rodgers
- Mr John Stringer

Ex-officio attendees were:

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

The new Board Directors appointed by the Archbishop in late December 2019 not already named above were:

- Ms April Honeyman
- Mr Patrick Love
- Mr James Sadler

Mr Anthony Crosbie, Ms Lesley Hyde, Ms Andrea Richards and Mr Shaun Rodgers retired from the Board of Directors in December and were acknowledged for their significant contribution to the College Board during their respective terms of office.

In 2019, as well as approving and maintaining oversight of the College budget and strategic planning, the Board actively contributed to planning for the refurbishment and extensions to the Finucane & Pierce Buildings. The Board also worked with the College in the implementation of the recently developed marketing strategy which capitalised on the use of social media. The Board continued to maintain an interest in land alongside the new Emergency Services Facility (Police Station) in Galvin Street adjacent to the College and the wetlands area, given its perceived potential for development as a landscaped carpark for the College.

The contribution of all Board Members in 2019 was significant in terms of their involvement with the College outside of the scheduled meetings. In particular, the contribution of Board Members who also attended Subcommittee meetings was very pleasing and of tremendous benefit to the growth and governance of the College.

Throughout 2019, the Board of Directors continued to acknowledge the dynamic leadership and management of the College by the Principal and the Business Manager, together with the Deputy Principals and members of the College Stewardship Team, all of whom contributed to a very busy and rewarding school year. The Board also acknowledged the exceptional academic achievement of the 2019 VCE and VCAL student cohort and their teachers over the six years of secondary education provided by the College. The participation of students with support from the teaching staff in artistic pursuits, sporting endeavours, social justice initiatives and local community activities was also commended by the Board.

Mr Garry McLean  
MSJ Board Chair



## Education in Faith

### Goals & Intended Outcomes

- Form our students as confident women of faith and deepen our knowledge and understanding of Catholic scripture and doctrine illuminated by the Josephite traditions for students, families and staff within a contemporary context
- 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 “Have Virtue and Courage in who you become”
- ‘Lived’ our theme through Masses and liturgies and JJAMM Week
- Continued our commitment to social justice initiatives including Autism Awareness Day, Refugee Rations Challenge, Project Compassion, Socktober and Homelessness Awareness Sleepout
- Held engaging, student focused JJAMM Week that involved the Sisters and community groups
- Reviewed the Religious Education curriculum with the support of Catholic Education Melbourne
- Held staff faith formation sessions
- Held a professional development day for Religious Education staff
- Held creative, student led prayer services
- Increased student ownership for running of social justice awareness programs
- Assisted 16 students to attend the Australian Catholic Youth Festival in Perth
- Supported Joseph’s Corner Christmas Hamper Appeal
- Provided a response to the Plenary Council

### VALUE ADDED

- Students and staff attending Australian Catholic Youth Festival contributed to student-led prayer and engagement in faith
- Curriculum Review of Years 7–10 RE led to improvements in the RE curriculum that focused on student engagement
- Staff and Years 11 and 12 students engaged in dialogue sessions for the Australian Catholic Bishops Plenary Council. As a result, a submission to the Council was made on behalf of staff and students at the College.
- Developed stronger awareness campaigns in social justice and developed the capacity of social justice student leaders to focus on all pillars of social justice at MSJ: education, action, compassion and empathy, and prayer
- Staff engaged in various staff formation sessions that focused on developing staff awareness and engagement in prayer, our Josephite heritage, scripture and social Catholic teaching

## Learning & Teaching

### Goals & Intended Outcomes

- 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

- Improved VCE outcomes
- Conducted subject conferences, allowing students to self-reflect and set own goals for improvement
- Utilised classroom data to improve student learning outcomes
- Implemented a new library management system
- Hosted Seirei (sister school) visit
- Implemented new processes for the National Consistent Collection of Data (NCCD)
- Whole school Differentiation professional development
- Developed strategies with staff to improve adjustments for students with additional learning needs
- Reviewed the Exam structure for 2020
- Implemented administrative changes to the exam procedure
- Transitioned to Subject Conferencing



### STUDENT LEARNING OUTCOMES

Student NAPLAN growth from 2017-2019 in the areas of Reading, Spelling, Grammar & Punctuation and Numeracy is statistically similar to comparable students across the country. Growth in writing has continued to be higher than average.

Over the last three years, average student NAPLAN achievement in the areas of Reading, Spelling and Grammar & Punctuation has continued to be statistically similar to like students across Australia. Student average achievement in writing has continued to be above those of similar ability and background across Australia. In the area of Numeracy, our Year 9 cohort saw lower than average achievement compared to comparable students.

## Student Wellbeing

### Goals & Intended Outcomes

- 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 growth and strengthening of student leadership portfolios
- Continued to utilise our Supportive Friends and Peer Support programs to build community
- Ran 'Tuning into Teens' program
- 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
- Participated in 'Be You' student, staff and parent forums
- Implemented new processes and procedures for NCCD (Nationally Consistent Collection of Data) for students with disability
- Participated in the Australian Catholic University Child Safety Survey
- Reviewed the College's Student Service Team



### VALUE ADDED

- Initiated and worked with Learning Mentors to formulate student-led conferences designed to increase student voice and ownership of learning
- Improved communication channels and documenting of student learning and wellbeing concerns
- Student-led Wellbeing Time that focused on mental health and consent
- Student-led initiatives that develop community and peer relationships
- Retreat Days at each year level
- Development of clear procedures for school refusers
- Increased number of support groups: Young Carers, ASD, Coping Skills, Academic Success, Confidence and Resilience
- Promoted engagement with parents through the Deep & Meaningful Series at MSJ – mothers, fathers and grandparents
- Student-led voluntary work with MacKillop Foundation and St Mary's House of Welcome
- Working parties of students to explore key changes to the College – uniform, learning areas

## STUDENT SATISFACTION

Data from the 2019 CEM SIS indicates that students at Mount St. Joseph Girls' College are engaged, connected and enjoy being at school.

### CEMSIS 2019 STUDENT RESPONSE DATA DASHBOARD

2019 Student Survey positive response aggregated % totals by year level and gender for Mount St Joseph Girls' College									
OVERALL SCHOOL POSITIVE ENDORSEMENT % (n=862)	CEM average SEC school comparison % positive (n=39,083)	Year 7 (n=175)	Year 8 (n=186)	Year 9 (n=150)	Year 10 (n=143)	Year 11 (n=101)	Year 12 (n=107)	Female (n=862)	Male (n=0)
52%	46%	55%	48%	53%	52%	55%	51%	52%	-

<b>Domain 7: Student safety (reverse scored)</b>	School Positive % (n=862)	CEM average SEC school comparison (n=39,083)
	59%	51%

<b>Domain 5: School belonging</b>	School Positive % (n=862)	CEM average SEC school comparison (n=39,083)
	61%	54%

## 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
- Rolls are marked again at each lesson and monitored by Wellbeing Leaders, Director of Students, 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

## 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 Registrar 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

- 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

- Planned for expansion in enrolments
- Introduced new College uniform
- Introduced a BYOD / BYOSD program to replace school-provided laptop program
- Produced a new 'style guide' and prospectus
- Embedded the staff reflection / goal setting initiative for staff with continued focus on improvement and growth
- Embedded an appraisal and coaching program for senior leaders
- Held Leadership workshops for senior leaders
- Implemented an ongoing Annual Review Meeting process focused on the College strategic goals
- Provided targeted professional learning to develop future 'whole school' goals
- Finalised planning for refurbishment and extensions for the Finucane and Pierce buildings and commenced planning for a new Art and Technology facility
- Progressed ICT strategy implementation with replacement of firewall and photocopiers
- Progressed risk management and compliance policies and procedures
- Conducted the Principal's formative appraisal
- Assisted with the transfer of ownership of the College from the Sisters of Saint Joseph to the Archdiocese of Melbourne

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### DESCRIPTION OF PL UNDERTAKEN IN 2019

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>▪ Anaphylaxis</li> <li>▪ Diabetes</li> <li>▪ Leadership Conferences</li> <li>▪ Bullying and Harassment</li> <li>▪ First Aid Training</li> <li>▪ Child Safety</li> <li>▪ Differentiation</li> <li>▪ Subject-specific Conferences</li> </ul> | <ul style="list-style-type: none"> <li>▪ Faith Development</li> <li>▪ Occupational Health and Safety</li> <li>▪ Student Wellbeing and Health</li> <li>▪ Mental Health</li> <li>▪ Mandatory Reporting</li> <li>▪ Respectful Relationships</li> <li>▪ Purposeful Teaching</li> <li>▪ NCCD Adjustments</li> <li>▪ VCE Assessor Training</li> </ul> |
|---|---|

**NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019**

**86**

**AVERAGE EXPENDITURE PER TEACHER FOR PL**

**\$1,517.00**

## TEACHER SATISFACTION

The 2019 CEMSIS staff data shows an above average positive response to school climate, feedback, and psychological safety.





## College Community

### Goals & Intended Outcomes

- 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

- Established a Workplace Giving Program to support Joseph's Corner
- Continued implementation of the marketing strategy including establishment of a new website
- Held school reunions
- Fostered partnership through events such as the International Women's Day and Male Mentors' Breakfasts and a Tuning into Teens Program
- Participated in Clean Up Australia and Tree Planting Day
- Hosted and won interschools Aurecon bridge building and a chess tournament
- Assisted the Sisters with their Annual Foundation Dinner
- Continued to record our history through interviews with the Sisters
- Launched a war on waste initiative
- Held successful Open Day and Open Mornings with student-led tours
- Continued parent information nights, student-led conferences and parent/student/teacher conferences
- Provided students with the opportunity to be involved in discussions about new building and landscape designs
- Continued connections with industries - career forums, etc.

### VALUE ADDED

- AJASS (Josephite schools) pilgrimage to Penola, South Australia
- International schools program: Japanese Peace Program with Seirei School
- Social justice activities with Edmund Rice tutoring at Tarneit
- Music and Arts Twilight Night and VCE Folio Exhibition
- RU OK Day
- Guest speakers and twilight workshops: Victoria Police; Olympian and Paralympian Melissa Tapper; motivational speaker Sonia Karras; Australian author Asphyxia; former student Steph Kelly who is playing Lacrosse and studying in the USA; Interfaith panel; elite runner Linden Hall; Jill Hennessy MP
- Harmony Day celebrations
- Fundraising for Caritas and providing Christmas hampers

**PARENT SATISFACTION**

2019 CEMSI data indicates that parents are generally supportive of the school.



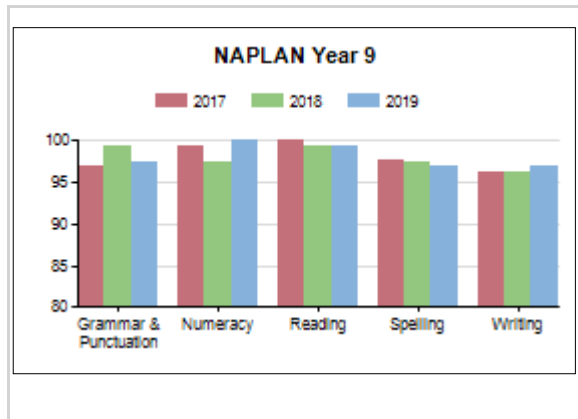
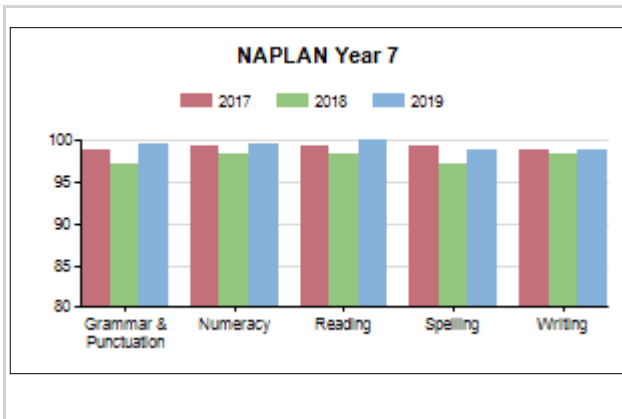
## School Performance Data Summary

E1235

Mount St Joseph Girls' College, Altona

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 07 Grammar & Punctuation	98.8	97.2	-1.6	99.5	2.3
YR 07 Numeracy	99.4	98.4	-1.1	99.5	1.2
YR 07 Reading	99.4	98.4	-1.1	100.0	1.7
YR 07 Spelling	99.4	97.2	-2.2	98.9	1.7
YR 07 Writing	98.8	98.3	-0.5	98.9	0.6
YR 09 Grammar & Punctuation	96.9	99.4	2.5	97.5	-1.9
YR 09 Numeracy	99.2	97.5	-1.7	100.0	2.5
YR 09 Reading	100.0	99.4	-0.6	99.4	0.0
YR 09 Spelling	97.7	97.5	-0.2	96.8	-0.7
YR 09 Writing	96.1	96.2	0.1	96.9	0.7



YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	91.7%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	92.7
Y08	91.9
Y09	90.3
Y10	89.3
Overall average attendance	91.0

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	83.2%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	92.6%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	26.9%
Graduate	33.3%
Graduate Certificate	3.8%
Bachelor Degree	80.8%
Advanced Diploma	7.7%
No Qualifications Listed	5.1%

STAFF COMPOSITION	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	86
Teaching Staff (FTE)	80.1
Non-Teaching Staff (Headcount)	41
Non-Teaching Staff (FTE)	39.1
Indigenous Teaching Staff (Headcount)	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	591.1
Year 9 Numeracy	588.0
Year 9 Reading	604.8
Year 9 Spelling	612.7
Year 9 Writing	597.5

SENIOR SECONDARY OUTCOMES	
VCE Median Score	31
VCE Completion Rate	99%
VCAL Completion Rate	97%

POST-SCHOOL DESTINATIONS AS AT 2019	
Tertiary Study	68.0%
TAFE / VET	20.0%
Apprenticeship / Traineeship	3.0%
Deferred	6.0%
Employment	3.0%
Other - The category of Other includes both students Looking for Work and those classed as Other	0.0%