



St JOSEPHS COLLEGE
F E R N T R E E G U L L Y

2010 Annual Report to the School Community

St Joseph's College Ferntree Gully

Registered School Number: 1646

College Contact Information

Address: 5 Brenock Park Drive
Ferntree Gully Vic 3156

Principal: Vincent J. Feeney

Salesian Presence: Fr John Prest, Fr Jim Acreman and Br Michael Harris

Parish Priests: Fr. Noel Mackay - Parish Priest of St Judes in Scoresby
Fr. Nhan Le - Parish Priest of St Thomas More's in Belgrave
Fr. Alan Fox - Parish Priest at St John the Baptist in Ferntree Gully
Fr. Mirek Knap - Parish Priest of St Joseph's Boronia
Fr. Arnold Heredia - Parish Priest of Our Lady of Lourdes in Bayswater

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Our College Vision

St Joseph's College is under the care of the Salesians of Don Bosco. As such, one of its foundational aims is to provide a climate where the Gospel is known, lived and loved so that students may be nurtured in the Christian faith and their commitment to Jesus Christ.

General Aims and Values:

- To be a Catholic community of adults and young people working and living in mutual respect and harmony within an open, secure and happy atmosphere;
- In the tradition of Salesian education, to provide a climate where the Gospel is known, lived and loved so that students may be nurtured in the Catholic faith and their commitment to Jesus Christ;
- To help students recognise their academic ability and to accept responsibility for its development;
- To maintain a curriculum aimed at the acquisition of values and the discovery of truth;
- To provide a learning environment commensurate with individual abilities and interests;
- To help students acquire a sensitivity to the views, lifestyles and beliefs of others.

At St Joseph's our mission is expressed through our commitment for all students to share in the light of Christ so that they can develop into mature, faith filled young men able to thrive in an ever changing world. We are fortunate enough to be founded in and supported by the Charism and heritage of the Salesians of Don Bosco. About five years ago Salesian educational leaders from around Australia came together to reflect on the values that should be important in Salesian Schools. It was decided quite early that a measure of success in a Salesian school should not be based on a narrow empirical set of data but within a broader human and faith context. The group emerged from their deliberations with a charter of belief statements which were to become the pillars of Salesian education in Australia.

They are as follows:

In keeping with the Spirit of St John Bosco whereby "Education is a matter of the heart" and leads young people to "know that they are loved", the Salesian school community of today is challenged to be

- A Home that welcomes
- A Parish that evangelises
- A school that prepares for life
- A Playground where friends meet and enjoy themselves

A Home that Welcomes

One of the hallmarks of St Joseph's College is the homeroom pastoral care structure. From the beginning of Year 7 every boy can be confident in the fact that he is known. Don Bosco once said: The greatest happiness for a child is to know he is loved.

Every parent can take comfort in the knowledge that there are a team of supporters who gather round each boy and nurture his wellbeing. Level coordinators and school counsellors have worked tirelessly to ensure that the social/emotional needs of boys are met. These people and others have spent much of their time encouraging in our boys an attitude of optimism and a conviction that life is fundamentally worthwhile.

A Parish that Evangelises

It is our hope that each boy can develop a deeper understanding and engagement with his faith and spirituality. These connections not only happen in the RE classroom, liturgy or retreat day – as important as these opportunities may be – they happen through every interaction with all staff and with each other. We are grateful for the commitment our teachers make in modelling these behaviours. We are grateful to the Salesians of Don Bosco and our Parish Priests for the constant guidance, reassurance and practical assistance they provide this most important aspect of College life.

Our College Vision (Continued)

A School that prepares for life

The educative programs provided by St Joseph's continue to grow and flourish. One of the most significant aspects of this has been the development of increased pathway options for the boys. The College is always looking for ways to provide increased opportunities for boys to find their individual pathway. We aim to deliver on what we call pathways for all. This is a concept whereby students are assisted to find pathways to University, TAFE and Training or to employment. There is an old saying that if you stand for nothing, you will fall for anything and so we believe that the development of a values system is key part of preparing the boys for life. Our Life Skills program and our Salesian approach of deep, supportive relationships between students and staff inherently position our boys to be readier for life. The Occhiena Centre provides another important layer of support to this idea of a school preparing our funded boys with specific needs for life. The Learning Aides who work with individual boys and groups everyday are pivotal to the success of this program.

A Playground where friends meet and enjoy themselves:

The playground at St Joseph's is a vibrant and energetic place. It is place where boys develop strong bonds of friendship and where skills are tested. Like anything else in a school of over 1000 boys these activities need to be guided and supervised. I would like to pay particular tribute to the way in which the teachers, Learning Aides and Salesians of St Joseph's have actively sought ways of supporting our students in their recreation time at school. I would particularly like to thank staff who have gone beyond their prescribed duties to support the boys at this time especially on those cold Ferntree Gully days when a cup of coffee in a warm staffroom may have appeared a more attractive option. These people created occasions for celebration and festivity and provided opportunities for our boys to build positive and inclusive relationships between each other. Importantly, this is a school where lifelong friendships can be formed and there are legions of stories of how our boys look after each other at school and after their time here as well.



College Overview

History

St Joseph's College first opened its doors in 1965 as one of a series of regional colleges which the Melbourne Catholic Education Department were building in strategic parts of the Archdiocese.

Father Colin Miller, Parish Priest of Ferntree Gully at the time, was a great devotee of St John Bosco and keen supporter of the Salesians. He was a driving force behind the project to build St Joseph's and for it to come under the care of the Salesians. A strong Salesian presence is still an integral part of the College today.

The College was built on land belonging to the Ferntree Gully parish and with 56 students studying Form 1 (Year 7 today) it was little more than a corridor flanked by three classrooms, a small office and a storeroom. Each year the College facilities grew and more year levels were added to cater for the many students travelling from the surrounding parishes.

St Joseph's College Today

St Joseph's College is a Catholic Boys College in the Care of the Salesians of Don Bosco. It is a recognized leader in the development of innovative curriculum and programs for boys. The current enrolment is 931 with students enrolled from Years 7 to 12. The College offers many and varied pathways for students including a Learning Enhancement and Achievement Program LEAP at Years 7 and 8 that provides students with an excellent transition to Secondary School. The College has an innovative Year 9 program and varied pathways as students enter the senior school including VET, VCE and VCAL. St Joseph's is located in the South Eastern Suburbs of Melbourne at the foot of the Dandenong Ranges in Ferntree Gully, Victoria.

Connected to St Joseph's College

St Joseph's College is a school for boys. We therefore have the luxury of being able to focus specifically on how boys learn. More than this we know that before boys can learn successfully a number of conditions need to be in place.

Identity

Firstly, boys need to be known. Questions like "Who is this boy?" and "What does he like to do?" need to be asked. In other words we need to understand the identity of the young man. Once that is known we can meet him where he is at and use this as a starting point for his educational journey.

Relationships

Secondly, the boy needs to know that he is respected and valued as an individual member of the school community. He needs to feel a sense of connection to school. This is achieved through the development of strong relationships between teachers and students and teacher and parents.

At St Joseph's we ask the questions: "How do boys form positive relationships?" and "Who does he form positive relationships with?". Boys are provided with the opportunities to form these relationships with teachers in two ways. Firstly, the educational philosophy of St John Bosco – founder of the Salesian order of Priests and brothers – guides us to adopt a relational, approachable, caring and interested attitude with regard to every interaction we have with boys both in and outside the classroom. In other words, to walk with boys in their journey.

We also develop strong relationships with boys through the programs we offer. For example, at each year level the teacher for Homeroom teaches the students for a number of subjects. In this way the boy develops a strong relationship with one person who comes to know them very well.

Learning

Once identity has been established and relationships have been formed then learning can take place. Again here we ask ourselves some questions: "How do boys learn?" and "What does he want to learn?". These questions direct us to develop educative programs which engage boys in, and connect them to, their learning. We know that boys enjoy learning in real and purposeful ways. We know too that developing academic literacy requires the development of social/emotional literacy.

Finally, and most importantly, all of this is achieved within a Catholic environment where Gospel Values and our Salesian Charism are central to the holistic education of the individual.



Principal's Report

It is very easy to be distracted by the capital works that dominate a school year and treat them as the main game for a Principal.

Having said that, this year has seen the completion of a very dramatic and important project at the gateway to the College.

The creation of meeting spaces for parents and other visitors so lacking in the past, moving away from having senior staff operating out of shared and cramped spaces as well as bringing people into closer proximity has been beneficial. Additionally, the project delivered a new front fence, better pathways for the boys to access the bus stops and a huge increase in parking as well as sufficient space for staff in the lunch room. The final piece was air-conditioning for the Library and Year 7 rooms.

But, I want to speak mainly of the work that has been undertaken in the core area of teaching and learning.

In the Junior School the focus this year has been on what is called meta-cognition. This means teaching the boys how to learn and especially how to understand their own learning. Another way is to say we are teaching them to understand both their preferred ways of learning as well as their learning goals.

There has been a big emphasis also on the techniques of thinking using the work developed by our Curriculum Development Coordinator (Interdisciplinary Learning), Tim Smith, as a result of his attendance at an international Thinking Conference in San Diego as well as his own research and thinking. In Term 4 I went on a tour of Junior School classrooms and was so impressed by the boys' ability to speak articulately about all of these matters.

Not only can they do it, but they can also explain it as well.

Lastly, they are also focusing on higher levels of success through a change to the design of learning tasks and the associated assessment. Through this strategy boys are told exactly what they must do to achieve higher grades; this removal of the guessing as to what represents a particular grade level achievement in their work gives them more control and ownership, as well as rewarding ambition. Much of this strategy builds on the work I brought back from Harvard University in 2009 and has been excellently led by the teams at Years 7 and 8.

The Valdocco experience continues to focus on its mantra of relationships, responsibility, rehearsal and reflection. Within that they focus on developing 21st century skills of creativity, ICT, problem solving, group work and social relationships. This year they have added an extra dimension with the Cross Curriculum program each Friday focussed on independent, social learning. Valdocco staff have also included the Thinking Skills and Smart Tasks strategies in their programs to very good effect.

In the Senior School the focus has been on accountability to self, to fellow students and to the teacher. Here we have worked to inspire the boys to find the best and most appropriate pathway and utilise all available resources to gain access to that pathway.

As such we have seen a massive increase in the numbers of boys accessing study support either through customised study timetables, teacher tuition afterhours or via the provision of an afterhours study venue at the College. Extra tutors have been hired, existing expert staff allocated to support particularly Year 12 programs and accountability measures enforced all year to assist boys to keep on task.

All of these measures have required great commitment across the whole College and I want to acknowledge the dedication of teachers, tutors and leaders.

The core business of St. Joseph's is the holistic development of each boy. The pages of this magazine chronicle the events, the people and the opportunities. As such they constitute a celebration of a year blessed with opportunities and achievements.



Vincent J. Feeney
Principal

Church Authority Report

Salesian Presence

Since the mid-sixties there has been a Salesian presence at St Joseph's College. Fr John Prest, Fr Jim Acreman and Br Michael Harris continue this tradition as they guide staff and students in the spirituality of Don Bosco.

They:

- celebrate weekly Masses;
- celebrate special occasions such as the Commencement Mass, Easter Celebrations, St Joseph's Day, Salesian Action Day, Community Days with Mater Christi, Graduation Mass, Mass for Deceased Past Pupils and Staff and Mass of Thanksgiving;
- provide Service of Reconciliation;
- create links and a sense of identity within our wider parish community by celebrating Masses in the local parishes where students from that parish are involved;
- explain the relevance of Don Bosco's Preventive System of Education to new and old staff at Staff Retreat Days and Staff Meetings;
- provide counselling and direction for staff and students;
- senior students who volunteer to be involved in the Meal Service program for street people are driven to St Kilda. An important part of this activity is facilitating reflections by the students on what challenged them and what they learnt from this experience;
- are members of the College Board and the Salesian Pastoral Assembly;
- involved with senior art classes and with the Discovery Program at Valdocco;
- assist the drama production by designing and constructing sets;
- built a wood burning kiln to enable students to fire and glaze their clay pots and sculptures;
- supply transport for students attending activities in feeder primary schools;
- a new link is being developed between students at the College and the Salesian Retreat Centre and this will involve the students in leading reflection experiences for younger students;

All these activities and interactions provide opportunities for the Salesians to meet students as well as enabling them to know staff at a deeper level.

Fr John Prest sdb

On behalf of the Salesian Community



Saint John Bosco

College Board Report

St. Joseph's has lost two significant friends this year with the passing of Fr. Jim Carroll and Fr. Bill Edwards.

Fr. Bill was the foundation Principal and Rector of the College and a man many credit with establishing the culture of positive relationships between staff and students that is so much a mark of this place. It was he who oversaw the emergence of a school out of the mud and rubble of the first days as the builders raced to have the classrooms completed in time; a task they barely achieved. It was Fr. Bill who spent countless hours teaching, administering and planning but always had time for the boys. It was Fr. Bill who put flesh on the bones of the dream of Fr. Colin Miller from St. John the Baptist for a school for boys in the Salesian Tradition.

And fittingly, it is after these two priests that we have named our main courtyard; a space designed as a place where boys can meet with their friends and enjoy themselves.

Fr. Bill later returned to St. Joseph's in the 1990's to once again serve as Rector, but this time without the responsibilities of Principalship. Once again the man many believed to be a direct inheritor of the heart of Don Bosco gave his heart to this College. Those who were here at the time speak of his down to earth capacity to connect with students and staff alike, of his humble manner and of his homilies that always spoke to the boys in real terms and offered them insight into what it meant to be a good Christian and an honest citizen.

In May we lost a great friend and mentor in Fr. Jim Carroll who worked at the College until his death after a long period of reduced health. Fr. Jim was a man who impressed as one happy to die with his boots on, as they say. He lived a life dedicated to the service of God, the Salesians of Don Bosco, his family and, since 1994, St. Joseph's.

Fr. Jim said mass for the boys and always offered great insights into the history of the Church or the Salesians. He spoke in practical ways offering advice on pathways to living a good and purposeful life. He always made sure that he spoke to as many boys as possible as he walked through the yard from one maintenance job to the next. Always busy, but always with enough time to stop for an exchange with the boys.

He was the Business Manager in the second half of the 1990's when times were tough and he was a man for those times. He worked tirelessly to steward the resources of St. Joseph's but also, after a day's work in the office, could be found either finishing off some paperwork or doing maintenance

around the school in order to save some dollars. He took on countless projects over the summer and was singlehandedly responsible for the fact that the College was never empty or closed except for Good Friday, Easter Sunday and Christmas Day. Every other day Fr. Jim would work giving new meaning to the term tireless.

Importantly, both men were also significant for that fact that they placed great emphasis on good relationships with staff, students and the parents. Don Bosco once said to his students at Valdocco that here we make holiness consist of being cheerful. That cheerfulness comes out of a love a God and an appreciation of what we have been given.

On that score it is clear that both men had taken Don Bosco's advice and helped others to follow.

Vale Fr. Bill. Vale Fr. Jim.

Finally, as President of the Association of Canonical Administrators as well as Chair of the College Board I am pleased to announce that Vin Feeney has accepted the offer of a further five years as Principal of St. Joseph's. I would like to take this opportunity to thank him and the entire staff of St. Joseph's for the high quality of their work in 2010 and wish them and all families a happy and holy Christmas.

Fr. Noel Mackay
Chairman of College Board



Education in Faith

Goal

Staff and students at St Joseph's College will develop a personal relationship with God and have a sense of Christian living through their ongoing religious and spiritual formation.

Intended Outcomes

- Liturgy and reverent liturgical space will be valued by all
- The community will enjoy a rich spiritual life
- Students' understanding and involvement in Parish life will be enhanced
- Staff will have a clear understanding of Catholic beliefs and practices and the ethos of the Catholic school
- Students will experience the RE program as being creative, meaningful and relevant
- Every student will be involved in a social awareness program

Overview

Embracing the Charism of the College, in the Spirit of Don Bosco; to Achieve our Goal, the Programs and events for students and staff have been developed and continue to be developed to provide the opportunity to build on their relationship with God, experience faith in action and take up the challenge of living out the Christian values in the 21st century.

Achievements

The Achievements over the past year.

- The Participation in the Annual Project compassion collection
- Combined Salesian staff conference at Pakenham, coming together to with teachers and Salesian educators from Victoria
- "Tinnies for Vinnies" – collection of food and clothing for the Ferntree Gully St Vincent de Paul conference – an initiative of the students
- Staff reflection day – With Fr Peter Carroll focused on the Message of Don Bosco
- Marysville Visit – the Staff of the college spent a Day Visiting the township of Marysville, 18 months after the Black Saturday Bush fires, this was a moving and very significant day for the staff.
- Continued support of the Communities in Kiribati, Sacred Heart Mission in St Kilda and community projects
- Student participation and representation at parish liturgies

- Community days with Mater Christi College (both Staff and Students)
- College Major events – Easter Celebration, St Joseph's Day, Salesian Action Day, Thanksgiving Mass, Graduation and Memorial Masses
- Consolidation of Senior Religious Education Curriculum to provide students with more choice and a challenging and relevant curriculum.

Activities related to the Catholicity of your college which 'add value' to the achievement and spiritual development of students

St Joseph's College is a regional college under the care of the Salesians of Don Bosco. As such, one of its foundational aims is to provide a climate where the Gospel is known, lived and loved so that students may be nurtured in the Christian faith and their commitment to Jesus Christ.

Celebration of the Sacraments

Central to Salesian Spirituality is the celebration of the sacraments of Eucharist and Reconciliation. With this in mind St Joseph's College provides its students with frequent opportunities to celebrate these sacraments, particularly the sacrament of Eucharist.

As part of the Religious Education program all year 7 students are timetabled to attend weekly Eucharistic celebrations. Students from years 8 to 12 are timetabled to attend mass fortnightly. In keeping with our aim of promoting community at St Joseph's, whole school masses are celebrated at significant times in the College year. These occasions include; Commencement Mass, Easter celebration, St Joseph's Day Mass, Graduation Mass and Mass of Thanksgiving. In order to create links and a sense of community within our wider parish community students from St Joseph's also aid in the presentation of Sunday masses in their own parishes at various times in the year.

Education in Faith (Continued)

Sacramental Program

The students who arrive at St Joseph's College come to us from a variety of faith backgrounds as well as being at different stages on their faith journey. In recognition of this fact all students are invited to seek out relevant staff who will work with the Parish communities and the families assisting with the preparation for the Sacraments which the student may wish to receive. At the conclusion of the program these students are encouraged to seek all or some of the sacraments of Baptism, Reconciliation, Eucharist and Confirmation within their own parish setting or sometimes within the College itself.

Retreat/Reflection Days

St Joseph's is aware that in order to fully develop the spirituality and faith commitment of its students opportunities need to be created outside the normal class room situation. All students therefore attend retreat/reflection days at each level of their secondary schooling. Each of these days are designed to complement the work done in the religious education classroom and other activities within the College which promote the faith development of our students. Days have different themes but are linked to the foundational philosophy of Salesian Youth Spirituality and the educational philosophy of St John Bosco: Reason, Religion and Loving Kindness.

Social Justice And Community Service

One of the cornerstones of the philosophy of the Salesians of Don Bosco is a strong sense of social justice. As a way of developing this important quality St Joseph's students are encouraged to offer practical support to those in need both within our community and throughout the world. This practical support includes raising awareness and funds for our Salesian missions throughout the world.



Saint John Bosco



Learning and Teaching

Goal

Students will have love of life-long learning inspired by best teaching practice and an innovative and comprehensive curriculum enabling them to achieve their pathway in life

Intended Outcomes

- All the College's programs will be based on best practice in boys' education and will meet standards set by State and Federal authorities
- A consistent philosophy of pedagogy will be evident across the school
- All students will find a satisfactory pathway at the College
- Continuous Improvement of VCE / VCAL & VET programs

Overview

The Curriculum at St Joseph's College is developed in the tradition of Salesian education and the Preventative System whereby our teachers develop caring and nurturing relationships with each student. As a part of our Catholic community, curriculum is developed to meet the needs of our boys in an ever changing world as teachers walk the journey with the boys as they develop into young men.

Students are taught to be lifelong learners and independent problem solvers who accept responsibility for their learning. Students develop the skills of research and enquiry and are encouraged to question the values of modern society in the light of the Gospel. The mainstream curriculum and extra-curricula activities are integrated to help students select a vocation to follow in life and set goals to achieve it. The Curriculum is structured to ensure that all students experience success and are at the same time challenged to strive for academic excellence. To this end, the learning environment is commensurate with each student's individual abilities and interests.

Religious Education is central to our mission as a Catholic School and therefore is a compulsory subject from Years 7 to 12. The Junior Curriculum provides an excellent transition to Secondary School as the Learning Enhancement and Achievement Program (LEAP) employs some of the methods and approaches of primary education.

In Year 9 Students enter our Valdocco Campus. The program at this separate campus aims to meet the needs of our boys during this important stage in their development. Foundation studies of Literacy,

Numeracy and Religious Education are emphasized while our integrated Discovery programs provide practical links to the world and encourage higher order thinking skills. Challenge units allow students to specialize at Valdocco and we also spend considerable time planning for the future. This Futures Program ensures that students have an effective pathway through the senior school and beyond.

The Year 10 program is linked with the VCE allowing each student the opportunity to move into accelerated learning programs by undertaking VCE studies as a part of their elective program. All courses are informed by the Victorian Essential Learning Standards and the VCE Study Designs developed by the Victorian Curriculum and Assessment Authority. Student promotion is conditional upon each student meeting the requirements of the Student Promotion Policy.

Achievements

Proportion of Year 7 & 9 students meeting national reading, writing, spelling and numeracy minimum standards

Year 7 Reading	99%
Year 7 Writing	97.4%
Year 7 Spelling	93.8%
Year 7 Grammar and Punctuation	95.4%
Year 7 Numeracy	100%
Year 9 Reading	95.1%
Year 9 Writing	84.7%
Year 9 Spelling	87.2%
Year 9 Grammar and Punctuation	95.1%
Year 9 Numeracy	100%

Changes in national minimum standard results from the previous year 2010

Year 7 Reading	1.1%
Year 7 Writing	3.7%
Year 7 Spelling	0.7%
Year 7 Grammar and Punctuation	-0.9%
Year 7 Numeracy	0.0%
Year 9 Reading	-0.9%
Year 9 Writing	-9.6%
Year 9 Spelling	-6.6%
Year 9 Grammar and Punctuation	3.0%
Year 9 Numeracy	1.8%

Learning and Teaching (Continued)

Activities related to the additional curricular and extra-curricular activities which your college offers which 'add value' to the achievement and well being of students.

Catholicity – spirituality programs and celebrations

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Sacramental Program

The students who arrive at St Joseph's College come to us from a variety of faith backgrounds as well as being at different stages on their faith journey. In recognition of this fact all students are invited to become involved in the College's Sacramental Program. Students who volunteer for this program attend classes during school time, under the guidance of one of the Salesians. At the conclusion of the program these students are encouraged to seek all or some of the sacraments of Baptism, Reconciliation, Eucharist and Confirmation within their own parish setting or sometimes within the College itself.

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Lighthouse Program

The Lighthouse Program was developed in conjunction with a cluster of primary feeder schools in the area (St John the Baptist Ferntree Gully, St Jude the Apostle Scoresby, St Paul's Monbulk, St Joseph's Boronia and St Bernadette's The Basin). This program involves the Colleges most talented Year 10 literacy students. They sent out to work with Year 5 and 6 students on a variety of literacy based programs one morning per week (during the Lighthouse elective period).

- This program is by selection only and is based on a student's level of academic literacy, emotional maturity and specific literacy skills in one or more of Debating, Drama, I.T., Media or Writing.
- To assist boys in developing the skills necessary to teach such a program in primary schools the Colleges Students are lead through a program which focuses on reciprocal teaching method and other significant literacy modelling programs.
- The Lighthouse program benefits students by significantly challenging them and extending students across a variety of curriculum areas.

Learning and Teaching (Continued)

Sport

- Participating in sport is an integral part of student life at St Joseph's College. Consequently, it is compulsory for all students to compete in House Sport or a School Representative team.
- We recognise that Sport can develop a sense of belonging to the school community by providing many opportunities for students to form close relationships with fellow students and staff. Our Sports Program also aims to build upon the following qualities:

Enjoyment

- Healthy lifestyle
- Leadership
- Motor skills
- Personal Growth
- Social Interaction
- Team play
- Losing & winning gracefully
- Respect for oneself, team members, opposition & officials
- Students are encouraged to achieve their personal best at all times whilst competing in a 'sportsmanlike manner'.

Inter-school sports include the following:

Major Carnivals

- Swimming
- Surf Life-Saving
- Athletics
- Cross-Country

Summer Sports

- Cricket
- Volleyball
- Hockey
- Tennis
- Golf

Winter Season

- Football
- European Handball
- Soccer
- Softball
- Spring Season
- Basketball
- Touch Football
- Table Tennis
- Indoor Soccer
- Badminton

House Sport

House Sport provides those boys that are not involved in EISM Competition, an opportunity to experience all of the benefits associated with competitive sport.

- The sports the boys will compete in include all the traditional sports outlined in the Summer, Winter and Spring Seasons above as well as some non-traditional sports such as Ten Pin Bowling, Lawn Bowls and Lacrosse. This way the boys are able to develop their skills as well as learn new skills through a variety of sports.



Performing Arts

- St Joseph's College offers its students many pathways into Performing Arts. As well as offering subjects such as Drama and Music at both junior and VCE levels, the College has a growing Instrumental program offering individual and shared lessons with specialist teachers. The College also encourages student participation in various festivals and performance competitions such as Theatre Sports and Battle of the Bands.
- College productions, which are held annually, provide opportunities for students to experience performing in front of live audiences.
- Performing Arts is included in many aspects of college, such as Students providing the music for College Masses as well as using Drama students to help re-launch the College's anti-bullying policies to the students.

Learning and Teaching (Continued)



Cross Cultural Program

- In Term 2 holidays, senior students are offered the opportunity to travel to a Pacific Island, such as Kiribati, to experience the lifestyle and culture of these countries. This 'in-country' experience provides boys with a chance to view the world around them in a new perspective. Many report it to be a life-changing journey.
- Students are also offered the opportunity to travel to Italy to experience its rich culture and history.

Camps

- Camps are conducted in Year 7, 8 and 9. The Year 7 camp enables students to learn about each other by building trust and developing team spirit.
- Year 8 camp builds on the students' sense of adventure by creating activities which offer plenty of physical activity and team building.
- Year 9 camp is challenging, outdoor education experience that teaches students camping, bush skills and an appreciation of the environment.

Academic Competitions

- Westpac Mathematics Competition
- Science Competitions
- History – Simpson prize.
- Drama Competitions

Debating & Public Speaking

- Hills Debating Competition

Student Representative Council

- The SRC at St Joseph's College is dedicated to the role of establishing a strong core of student leadership within our community. An emphasis on skill development through practise ensures that the representatives are involved in activities from the planning stage and take ownership of their pursuits. This approach generates a sense of belonging and responsibility to the wider school body within the leadership team.

Work Experience

- Students participate in the formal Work Experience Program at Year 10. However students are also able to apply to participate in the voluntary program in other year levels.

Community Service

Students participate in community service programs in all year levels however extended community service operates at the Year 10 level when students are sent out into the community for one afternoon each week for a semester.

Average standardised results Year 9

Year 9 Reading	5.11
Year 9 Writing	4.19
Year 9 Spelling	4.67
Year 9 Grammar and Punctuation	4.53
Year 9 Numeracy	4.79

Secondary School Outcomes

VCE Median Score	30
VCE Completion	100.00%
VCAL Completion	99.00%

Proportion of Year 9 students retained to Year 12

Proportion of Year 9 students retained to Year 12	64.24%
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Learning and Teaching (Continued)

Post-School Destinations

Tertiary Program	Number of students	Percentage of total offers
University	50	69
TAFE	22	27
Independent Tertiary Provider	2	2
Did not take up offer	2	2
TOTAL	76	100

Parent, student and teacher satisfaction with the College

The following details the parent, student and teacher satisfaction from our research as part of the 'School Improvement Framework' project 2010. As part of this project, parents, students and staff participated in a school improvement survey aimed at establishing an understanding about the current state of the school.

Parent perceptions of the school:

Three categories of indicators were explored in relation to how parents perceive the school including:

1. School climate
2. Relationships
3. Student engagement

Twelve indicators of 'school climate' were tested and compared to state benchmarks (averages) for secondary schools.

- School Improvement well above average
- Approachability well above average
- Teacher Moral well above average
- Parent Input above average
- Stimulating learning well above average
- Behaviour Management well above average
- Reporting at average
- Learning Focus well above average
- Transitions above average
- Extra-Curricula above average
- Homework above average
- General Satisfaction well above average

Two indicators of the perceived quality of relationships were explored in relation to how parents perceive the school.

- Student safety well above average
- Classroom behaviour well above average

Four indicators of the perceived quality of student engagement were explored in relation to how parents perceive the school.

- Connectedness to peers at average
- Student Motivation just below average
- Social Skills at average
- Connectedness to School at average

Student attitudes to school:

Three categories of indicators were explored in relation to students' attitudes to school including:

1. Well being
2. Engagement
3. Relationships

Two indicators of the students' perceived quality of their wellbeing were explored.

- Student morale at average
- Student (positive) distress at average

Six indicators of the students' perceived quality of their engagement in learning were explored:

- Purposeful teaching well above average
- Teacher empathy above average
- Stimulating learning above average
- School connectedness at average
- Student motivation at average
- Learning confidence above average

Three indicators of the perceived quality of relationships were explored in relation to how students' perceive the school.

- Connectedness to peers above average
- Classroom behaviour above average
- Student safety below average

Learning and Teaching (Continued)

Staff perceptions of the school:

Staff were asked to rate the seventeen indicators of staff climate including for; individual morale, school morale, supportive leadership, role clarity, teamwork, empowerment, ownership, appraisal, professional growth, job satisfaction, career opportunities, curriculum processes, discipline policies, student orientation & motivation, student decision making, learning and teaching,

The results indicated that the St Joseph's staff perceive their workplace to be a positive environment in which to work. Eleven of the seventeen indicators recorded results above or well above state benchmarks. Indicators well above state benchmarks include:

- Individual morale
- School morale
- Teamwork
- Ownership
- Student orientation
- Professional growth
- Curriculum processes
- Effective discipline policy

Of the remaining six, four were at average with state results and two (slightly) below state average result including:

- Empowerment
- Student decision-making

Conclusions

There is a great deal of congruity in responses between the three sources of data, our students, their parents and College staff. In comparison to state benchmarks, teaching programs and practices are recognised as conducive to effective learning. Importantly, St Josephs is seen by the community as a safe and supportive place to work and teach,

Despite these endorsements, the data is also 'revealing by exclusion' of the areas in which advancements can be made

This information will assist in the evaluation of current educational programs and the development of new initiatives.



Learning and Teaching (Continued)

Description and analysis of student learning outcomes in state-wide tests

NAPLAN (2010) results for Year 9 students demonstrate that all students are achieving within or above State and National levels for Mathematics. Results in grammar and punctuation also showed considerable improvement against results of recent years. Cohort results for reading, spelling and writing exhibited negative growth as a comparison of previous years results. Spelling competency results (87% of students meeting state benchmarks or above) clearly the area requiring particular focus for this cohort.

NAPLAN (2010) results for Year 7 students demonstrate that all students are achieving within or above State and National levels for Mathematics. Reading and Writing competencies for this cohort as reflected by NAPLAN is well above previous the two years results and just below 100% compliance to state benchmarks. Whilst the testing revealed an improved cohort result for spelling against previous years, spelling continues to be an area of underperformance against state benchmarks. Grammar and punctuation results were also slightly down on previous years with 5% of the students falling below benchmarks.

NAPLAN 2010 results indicate that the vast majority of students at St Joseph's College are meeting or exceeding State and National achievement expectations across assessed domains.

Achievements Proportion of Year 7 & 9 students meeting national reading, writing, spelling and numeracy minimum standards

Year 7 Reading	99%
Year 7 Writing	97.4%
Year 7 Spelling	93.8%
Year 7 Grammar and Punctuation	95.4%
Year 7 Numeracy	100%
Year 9 Reading	95.1%
Year 9 Writing	84.7%
Year 9 Spelling	87.2%
Year 9 Grammar and Punctuation	95.1%
Year 9 Numeracy	100%

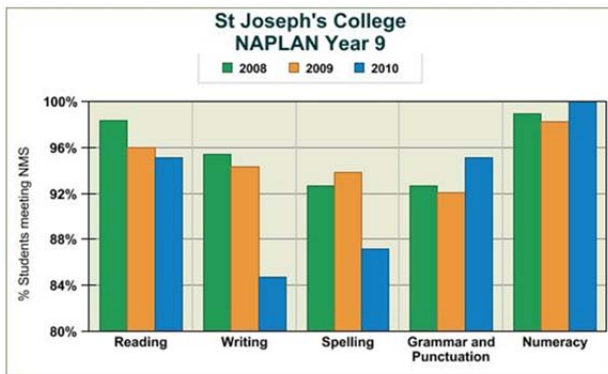
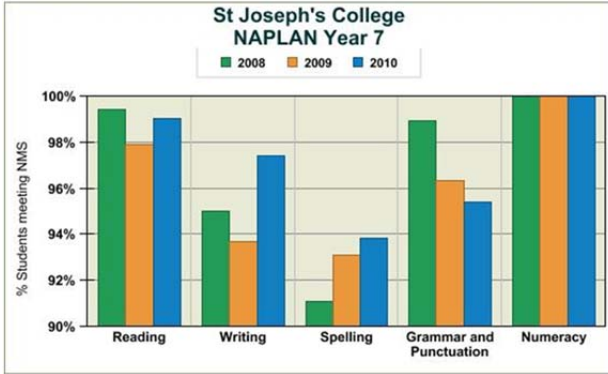
Changes in national minimum standard results from the previous year 2010

Year 7 Reading	1.1%
Year 7 Writing	3.7%
Year 7 Spelling	0.7%
Year 7 Grammar and Punctuation	-0.9%
Year 7 Numeracy	0.0%
Year 9 Reading	-0.9%
Year 9 Writing	-9.6%
Year 9 Spelling	-6.6%
Year 9 Grammar and Punctuation	3.0%
Year 9 Numeracy	1.8%



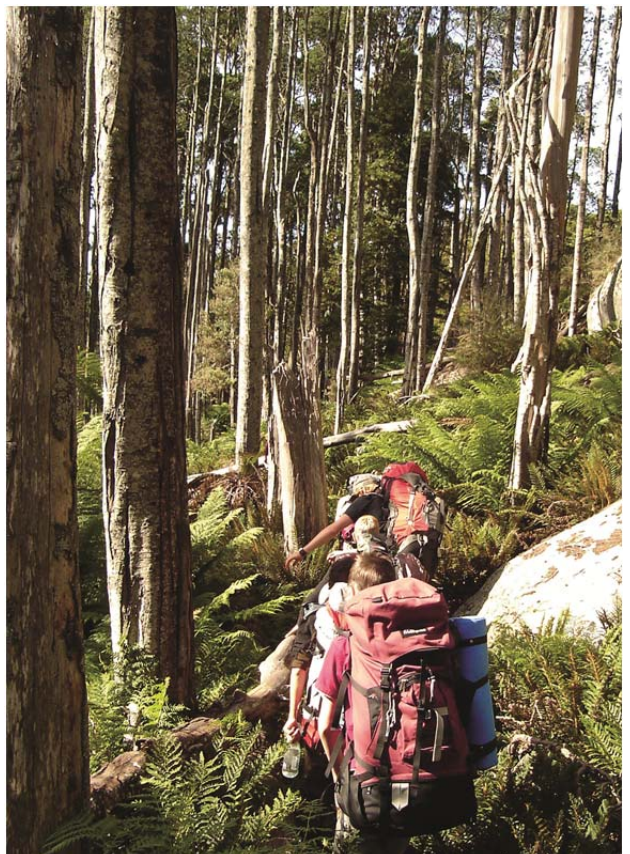
Learning and Teaching (Continued)

Student Learning Outcomes for the last 3 years source NAPLAN Data Service



Analysis & Conclusions

The 2010 NAPLAN results indicate that all students in Years 7 and 9 have met or exceeded numeracy benchmarks. This is a trend that has been established over the past years. With regard to student literacy, reading competency remains high although there is still room for improvement. The 2010 NAPLAN results reflect a need for curriculum intervention with regard to spelling and writing competencies.



Student Wellbeing

Goal

St Joseph's College will provide an environment where each student's wellbeing is central to his experience within the Salesian tradition and Charism.

Intended Outcomes

- Students will have a sense of pride in the College and have greater opportunity to connect with the College
- The number of discipline issues presenting to staff will decrease
- Students will experience a heightened sense of success and achievement
- Students in need and / or at risk will be catered for
- Bullying incidents will decrease over time

Overview

Student Wellbeing at St Joseph's College is within our Christian Ethos and is underpinned by our Salesian Charism and Spirituality.

It is our aim to provide an environment where students are secure, safe, valued and known. Where their dignity is maintained and where unconditional respect for our students forms the basis of our relationship.

An environment where our students are nurtured and have every opportunity to develop their talents and display their gifts.

Above all we endeavour to live up to our Salesian Charter that challenges us to provide a school community that is:

- A home that welcomes
- A parish that evangelises
- A school that prepares for life
- A playground where friends meet and enjoy themselves

Achievements

(In this section colleges could describe and/or illustrate their achievements in a manner appropriate to the college community.)

Student attendance – The average attendance rate (percentage).

Student Attendance 2010 96.95%

Activities related to the additional curricular and extra-curricular activities which your college offers which 'add value' to the wellbeing of students.

Catholicity – spirituality programs and celebrations

St Joseph's College is a regional college under the care of the Salesians of Don Bosco. As such, one of its foundational aims is to provide a climate where the Gospel is known, lived and loved so that students may be nurtured in the Christian faith and their commitment to Jesus Christ.

Celebration of the Sacraments

Central to Salesian Spirituality is the celebration of the sacraments of Eucharist and Reconciliation. With this in mind St Joseph's College provides its students with frequent opportunities to celebrate these sacraments, particularly the sacrament of Eucharist.

As part of the Religious Education program all year 7 and 8 students are timetabled to attend weekly Eucharistic celebrations. Students from years 9 to 12 are timetabled to attend mass fortnightly. In keeping with our aim of promoting community at St Joseph's, whole school masses are celebrated at significant times in the College year. These occasions include; Commencement Mass, Easter celebration, St Joseph's Day Mass, Graduation Mass and Mass of Thanksgiving. In order to create links and a sense of community within our wider parish community students from St Joseph's also aid in the presentation of Sunday masses in their own parishes at various times in the year.

Sacramental Program

The students who arrive at St Joseph's College come to us from a variety of faith backgrounds as well as being at different stages on their faith journey. In recognition of this fact all students are invited to become involved in the College's Sacramental Program. Students who volunteer for this program attend classes during school time, under the guidance of one of the Salesians. At the conclusion of the program these students are encouraged to seek all or some of the sacraments of Baptism, Reconciliation, Eucharist and Confirmation within their own parish setting or sometimes within the College itself.

Retreat/Reflection Days

St Joseph's is aware that in order to fully develop the spirituality and faith commitment of its students opportunities need to be created outside the normal class room situation. All students therefore attend retreat/reflection days at each level of their secondary schooling. Each of these days are designed to complement the work done in the religious education classroom and other activities within the College which promote the faith development of our students.

Student Wellbeing (Continued)

Days have different themes but are linked to the foundational philosophy of Salesian Youth Spirituality and the educational philosophy of St John Bosco: Reason, Religion and Loving Kindness.

Social Justice And Community Service

One of the cornerstones of the philosophy of the Salesians of Don Bosco is a strong sense of social justice. As a way of developing this important quality St Joseph's students are encouraged to offer practical support to those in need both within our community and throughout the world. This practical support includes raising awareness and funds for our Salesian missions throughout the world.

Student Wellbeing

Student Wellbeing at St Joseph's College is within our Christian Ethos and is underpinned by our Salesian Charism and Spirituality.

It is our aim to provide an environment where students are secure, safe, valued and known. Where their dignity is maintained and where unconditional respect for our students forms the basis of our relationship.

An environment where our students are nurtured and have every opportunity to develop their talents and display their gifts.

Above all we endeavour to live up to our Salesian Charter that challenges us to provide a school community that is:

- A home that welcomes
- A parish that evangelises
- A school that prepares for life
- A playground where friends meet and enjoy themselves

Lighthouse Program

The Lighthouse Program was developed in conjunction with a cluster of primary feeder schools in the area (St John the Baptist Ferntree Gully, St Jude the Apostle Scoresby, St Paul's Monbulk, St Joseph's Boronia and St Bernadette's The Basin). This program involves the Colleges most talented Year 10 literacy students. They sent out to work with Year 5 and 6 students on a variety of literacy based programs one morning per week (during the Lighthouse elective period).

- This program is by selection only and is based on a student's level of academic literacy, emotional maturity and specific literacy skills in one or more of Debating, Drama, I.T., Media or Writing.

- To assist boys in developing the skills necessary to teach such a program in primary schools the Colleges Students are lead through a program which focuses on reciprocal teaching method and other significant literacy modelling programs.
- The Lighthouse program benefits students by significantly challenging them and extending students across a variety of curriculum areas.



Sport

- Participating in sport is an integral part of student life at St Joseph's College. Consequently, it is compulsory for all students to compete in House Sport or a School Representative team.
- We recognise that Sport can develop a sense of belonging to the school community by providing many opportunities for students to form close relationships with fellow students and staff. Our Sports Program also aims to build upon the following qualities:

Enjoyment

- Healthy lifestyle
- Leadership
- Motor skills
- Personal Growth
- Social Interaction
- Team play
- Losing & winning gracefully
- Respect for oneself, team members, opposition & officials
- Students are encouraged to achieve their personal best at all times whilst competing in a 'sportsmanlike manner'.

Student Wellbeing (Continued)

Inter-school sports include the following:

Major Carnivals

- Swimming
- Surf Life-Saving
- Athletics
- Cross-Country

Summer Sports

- Cricket
- Volleyball
- Hockey
- Tennis
- Golf

Winter Season

- Football
- European Handball
- Soccer
- Softball
- Spring Season
- Basketball

- Touch Football
- Table Tennis
- Indoor Soccer
- Badminton

House Sport

House Sport provides those boys that are not involved in EISM Competition, an opportunity to experience all of the benefits associated with competitive sport.

- The sports the boys will compete in include all the traditional sports outlined in the Summer, Winter and Spring Seasons above as well as some non-traditional sports such as Ten Pin Bowling, Lawn Bowls and Lacrosse. This way the boys are able to develop their skills as well as learn new skills through a variety of sports.

Performing Arts

- St Joseph's College offers its students many pathways into Performing Arts. As well as offering subjects such as Drama and Music at both junior and VCE levels, the College has a growing Instrumental program offering individual and shared lessons with specialist teachers. The College also encourages student participation in various festivals and performance competitions such as Theatre Sports and Battle of the Bands.
- College productions, which are held annually, provide opportunities for students to experience performing in front of live audiences.

- Performing Arts is included in many aspects of college, such as Students providing the music for College Masses as well as using Drama students to help re-launch the College's anti-bullying policies to the students.

Cross Cultural Program

- In Term 2 holidays, senior students are offered the opportunity to travel to a Pacific Island, such as Kiribati, to experience the lifestyle and culture of these countries. This 'in-country' experience provides boys with a chance to view the world around them in a new perspective. Many report it to be a life-changing journey.
- Students are also offered the opportunity to travel to Italy to experience its rich culture and history.

Camps

- Camps are conducted in Year 7, 8 and 9. The Year 7 camp enables students to learn about each other by building trust and developing team spirit.
- Year 8 camp builds on the students' sense of adventure by creating activities which offer plenty of physical activity and team building.
- Year 9 camp is challenging, outdoor education experience that teaches students camping, bush skills and an appreciation of the environment.



Academic Competitions

- Westpac Mathematics Competition
- Science Competitions
- History – Simpson prize.
- Drama Competitions

Student Wellbeing (Continued)

Debating & Public Speaking

- Hills Debating Competition

Student Representative Council

- The SRC at St Joseph's College is dedicated to the role of establishing a strong core of student leadership within our community. An emphasis on skill development through practise ensures that the representatives are involved in activities from the planning stage and take ownership of their pursuits. This approach generates a sense of belonging and responsibility to the wider school body within the leadership team.

Work Experience

- Students participate in the formal Work Experience Program at Year 10. However students are also able to apply to participate in the voluntary program in other year levels.

Community Service

Students participate in community service programs in all year levels however extended community service operates at the Year 10 level when students are sent out into the community for one afternoon each week for a semester.

Student satisfaction with the College.

The following information on student satisfaction was developed through the College involvement in the School Improvement Framework.

The School Improvement Framework of the Catholic Education Office Melbourne (CEOM) has two purposes. Firstly, to satisfy the legitimate expectations of government and sector authorities about accountability for the outcomes of schooling. Secondly to assist schools and teachers to improve student learning outcomes. The framework promotes an inquiry approach to planning within the school. It requires schools to incorporate ongoing monitoring and evaluation of student outcomes to ensure continuous school improvement.

Each year all teaching staff, 25 students from each year level and 100 parents are invited to participate in providing feedback to the College. The questions relate to the five areas of Education in Faith, Learning and Teaching, Student Wellbeing, School Community, and Leadership and Management.

Below are statements we have made which were made clear by the results of the statistical results of the surveys of students, parents and teachers.

The statements are six of the strongest responses from the survey.

Student Responses

From the data it is clear that students feel:

- Positive at school
- Strongly about completing their education
- Good about the relationships with their classmates and other students at the school
- The school is preparing them well for their future
- Their teachers really want to help them learn
- They want to do very well at school

Most results were above the levels of results attained by other secondary schools which had completed the same surveys. This was encouraging but our aim is for continual improvement, always wanting to do better. The data from the School Improvement Framework surveys provides us with helpful indicators of the key areas in the College where we are performing well and areas where we need to focus our attention in order to achieve much better results in the future.

The survey results were particularly encouraging as students, parents and teachers explained what they thought was important and the practices and programs of the College reflected these. More significantly, the survey data informs our priorities for the future.



Leadership and Management

Goals

- Students will have love of life-long learning inspired by best teaching practice and an innovative and comprehensive curriculum enabling them to achieve their pathway in life
- Support teachers in development of their professional learning plans to meet VIT registration requirements.
- Funding and management of resources will allow the College to support the goals of its educational programs and to sustain and promote the development of the College's physical environment and buildings
- There will be effective, harmonious and productive relationships between the College and community stakeholders

Intended Outcomes

- The College will support teachers in their professional learning by providing the opportunity for all staff to attend professional development sessions both internally and via external providers.
- School fees will provide for the needs of the College but will be just to all. There will be strong connection between the College and its past pupils
- There will be a strong relationship between the College and families
- The College will have a high positive public profile
- The completion of a College School Improvement Plan by end of 2010
- A clear approach to financial planning and reporting, incorporating the development of strategic partnerships, will be developed.

Achievements

Staff attendance – The average attendance rate per staff member

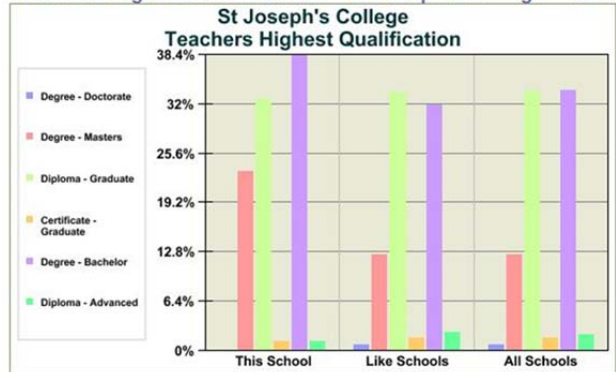
Teaching Staff:	92.92%
Non-teaching staff:	96.94%
All staff:	94.36%

Staff retention – The proportion of teaching staff retained in a program year from the previous year

The proportion of teaching staff retained in a program year from the previous year is 81.93%

Teacher qualifications – A list of teachers' qualifications

Teachers Highest Qualification - St Joseph's College - 2011



Leadership and Management (Continued)

Expenditure and teacher participation in professional learning

Expenditure and teacher participation in professional learning is \$46,958.00

Total Number of teachers that took part in Professional learning for 2010 was 82 (100%)

Average Expenditure per teacher for professional learning per teacher was \$572.64

- 95% of staff attended at least one external professional development session.
- 75% of staff attended at least two or more external professional development sessions
- All staff participated in regular whole school and faculty professional development sessions.

Examples of Professional Learning Activities

- External Conferences conducted by the ACER.
- Attendance at Subject Based Professional Learning Activities such as VITTA
- Internal Professional Learning sessions on Staff PD days
- Formal Courses attended by staff to update their qualifications at Masters and Graduate Diploma Level.
- Attendance at Conferences in Leadership, Religious Education and Curriculum provided by the Catholic Education Office Melbourne.
- Internal professional learning courses on integrating ICT into the mainstream curriculum.

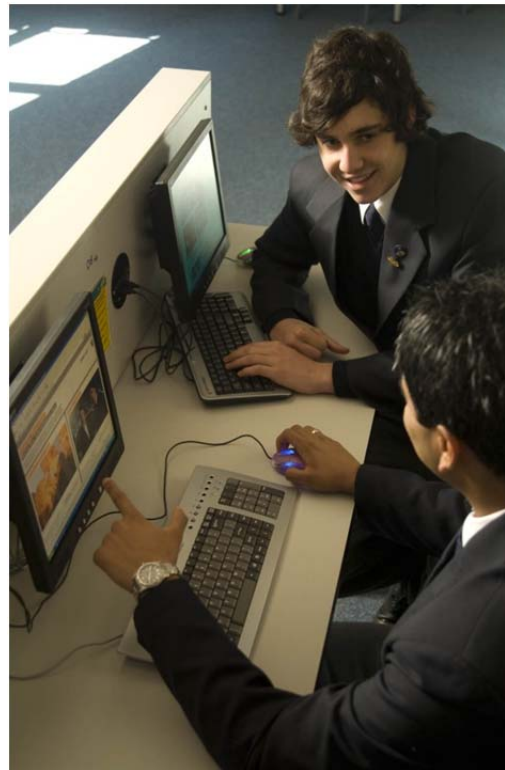
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Each year all teaching staff, 25 students from each year level and 100 parents are invited to participate in providing feedback to the College. The questions relate to the five areas of Education in Faith, Learning and Teaching, Student Wellbeing, School Community, and Leadership and Management.

Teacher Responses to the School improvement Survey's identified a high level of individual and staff morale. Teaching and Non-Teaching Staff have high job satisfaction and feel supported by the leadership of the college. They believe that St. Joseph's have effective Curriculum and Student Discipline processes. Teaching and Non-Teaching Staff believe that they are supported in their professional growth but would like the College to provide further role clarity and empowerment.



College Community

Goal

There will be effective, harmonious and productive relationships between the College and community stakeholders

Intended Outcomes

- There will be strong connection between the College and its past pupils
- There will be a strong relationship between the College and families
- The College will have a high positive public profile

Achievements

Extra Curricula Activities undertaken at the College

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College Community (Continued)

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- Their teachers really want to help them learn
- They want to do very well at school

Parent Responses

From the data it is clear that parents feel:

- Their child feels accepted by other students at the school
- The academic standards of the school challenge their child
- Comfortable about approaching the school with any concerns
- The school encourages their child to persist with their learning
- Their child is strongly supported in transitions at the school
- The staff at school are respectful

Teacher responses

From the data it is clear that teachers feel:

- There is a good team spirit in the school
- That staff are able to approach the school's leadership to discuss any concerns
- They can rely on their colleagues for support
- They are strongly committed to the school's goals and values
- They are encouraged to pursue further training and development
- Staff at the school always focus on improving the quality of the teaching and learning

Most results were above the levels of results attained by other secondary schools which had completed the same surveys. This was encouraging but our aim is for continual improvement, always wanting to do better. The data from the School Improvement Framework surveys provides us with helpful indicators of the key areas in the College where we are performing well and areas where we need to focus our attention in order to achieve much better results in the future.

The survey results were particularly encouraging as students, parents and teachers explained what they thought was important and the practices and programs of the College reflected these. More significantly, the survey data informs our priorities for the future.



Financial Performance

Financial Performance for the year ended 31 December 2010

(The information for this section is from the VRQA Financial Report tab on your AFS.)

Reporting Framework	Modified Cash	\$
Recurrent income	Tuition	
School fees		2,458,201
Other fee income		215,888
Private income		240,234
State government recurrent grants		1,743,568
Australian government recurrent grants		6,527,688
Total recurrent income		11,185,579
Recurrent expenditure	Tuition	
Salaries, allowances and related expenses		8,777,193
Non salary expenses		3,243,253
Total recurrent expenditure		12,020,446
Capital income and expenditure	Tuition	
Government capital grants		359,500
Capital fees and levies		952,367
Other capital income		-
Total capital income		1,311,867
Total capital expenditure		2,410,701
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	Tuition	
Total opening balance		3,791,845
Total closing balance		4,805,678

Note that the information provided above does not include the following items:

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. The Department of Education, Employment and Workplace Relations (DEEWR) is in the process of reviewing the Financial Questionnaire (FQ) during 2009 that may ultimately change the method of reporting these exclusions.

End of Report.