

**MOUNT ST JOSEPH MILPERRA**

**ANNUAL REPORT 2005**

***This school community  
values the dignity of each person  
and thus promotes  
respect for self, others, earth  
and God.  
(Mission Statement )***

Mount St Joseph Milperra is registered and accredited by the Board of Studies (NSW) and managed by the Sisters of St Joseph, NSW Province. This Annual Report provides you with fair, reliable and objective information about our performance and policies as determined by the Federal Minister for Education.

The Report also highlights initiatives and developments of major interest and importance to this school community. These achievements are the result of the work done over the year on our Strategic Plan, *Nourishing the Present to enrich the Future*. In so doing we demonstrate our accountability to the various regulatory bodies.

This Report complements our weekly newsletters, the year book, year meetings, parent forums, assemblies and all other communication. Further information about the school and this report may be obtained by visiting the website at [www.msj.nsw.edu.au](http://www.msj.nsw.edu.au)

The contents of the Report include:

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It is with pleasure that we present this Annual Report 2005. We trust you will find it both informative and exciting. We welcome any feedback that you may wish to provide.

Sr Barbara Bochat  
Principal  
Mount St Joseph Milperra.

## **1. Letter from the Board of Directors**

In September 2005 the community of Mount St Joseph Milperra celebrated the 10<sup>th</sup> anniversary of the beatification of Mary MacKillop, a daughter of this land who passionately lived and taught the good news of Jesus, and who established a system of Catholic education that spread across our land. This was a time for us to thank God for Mary's life of holiness and inspiration, and for the courageous and gifted educators who made our school a place of outstanding human endeavour over the past forty five years.

The ongoing mission of Mount St Joseph Milperra is to serve families most in need from our local communities who seek Catholic education for their daughters. This year our school undertook an extensive process of review and planning for the future. The outcome was a new Strategic Plan *Nourishing the Present to Enrich the Future*. This Plan celebrates our Josephite identity and points to new ways of encouraging our young women to be confident, self motivated and vitally engaged in their learning. We have a fresh vision for them as women of faith, wise and discerning in their life choices and in their capacity to lead others.

The esteem with which the school is held in the community is affirmed by strong enrolment pressure. For this we remain grateful to many people who are so generous with their time and expertise. We are proud of the school staff and we thank them for their skilled and caring service. We thank our Principal, Sr Barbara Bochat rsj, and her leadership team for their committed and visionary leadership. Thank you to our many volunteers, parents, carers, ex-students and Board Directors.

The Mount St Joseph Board is most appreciative of the trust given to it by the Province Leader, Sr Judith Sippel rsj and the Province Leadership Team. Their trust and practical support assists the Board in its stewardship of the school at this time in its history.

It is worth recalling that in these challenging times schools like Mount St Joseph Milperra need to nurture the prophetic hearts and minds of the young. A prophet is called by God for extraordinary purposes. What sets prophets apart is God's gift of the Spirit. Prophets hold a faith in God that touches, heals and transforms human hearts. We thank God for prophets like Mary MacKillop and those who have followed in her footsteps at our school. May God continue to be with us today as we nurture young women who will touch, heal and transform human hearts into the future.

Michele Hugonnet  
Chair  
Mount St Joseph Milperra Board

## **2. Catholic Identity and Religious Education**

Mount St Joseph Milperra is a Josephite Catholic Independent Secondary school for girls. At Mount St Joseph, we believe that religion is an integral part of human experience and a component of every culture. Our Mission Statement, which is the charter of our school life, calls each of us to a life in accordance with Gospel values. Thus, the school community is built upon justice, compassion, a love of learning, and a respect for the dignity of all people. Mount St Joseph offers religious education to each student, both formally in Religious Education classes, and informally in all aspects of school life. We believe that it is essential for each girl to be accepted in her uniqueness and encouraged to respond in her own way to the call to *"act justly, love tenderly, and walk humbly"* with her God.

To establish a firm base for this philosophy, students in Years 7 to 10 have a formal program of education in their Catholic religion. This is based on the Sydney Archdiocesan Curriculum entitled "Faithful to God, Faithful to People" (Stages 4 and 5) and uses the student texts, To Know, Worship and Love, as authorized by the Archbishop of Sydney, George Pell. In order to enrich their understanding and appreciation of religion in a multi-cultural society and the interaction of religion with culture, students in the Preliminary and HSC Years have the opportunity of "Studies of Religion I or II" or the "Catholic Studies" Course.

Through Religious Education at Mount St Joseph we invite our students to make sense of everyday living, to understand the traditions of the Catholic community, to respond to the activity of God in their lives and to meet the challenges of living the Catholic faith in today's world.

Mrs Cherly Beaver  
REC  
Mount St Joseph Milperra

### 3. School Curriculum

#### **Background**

This school follows the Board of Studies syllabus for each course offered (as required for Registration and Accreditation under the Education Act 1990) and implements the curriculum requirements of the Catholic Education Commission and the Mount St Joseph School Board.

The College curriculum is dynamic, with 52 courses being offered in Stage 6. This includes two VET programs. Students with special needs are provided for through specialist programs. There are six special needs teachers on the teaching staff. The College's extra-curricular program provides a range of sporting, cultural and social outreach activities. All students are actively engaged throughout the year in a variety of extra-curricular activities.

### 4. School performance in statewide tests and examinations

These are the results for 2005.

#### **English language & literacy assessment (ELLA)**

Year 7 and Year 8 students at Mount St Joseph Milperra performed extremely well in both the English Language and Literacy Assessment (ELLA) and the Secondary Numeracy Assessment Program (SNAP) compared with the State Candidature.

All responses were well above the State average and placed our students comfortably above the benchmark in both literacy and numeracy.

The tables below show a comparison between the results of Mount St Joseph Milperra's students [MSJ] and the state in both ELLA and SNAP at all achievement levels.

#### **Year 7**

The ELLA reports on writing, reading and language. In writing, 97% of MSJ students were in the top 2 bands compared with 83% state-wide. 5% of the state were in the bottom band, with 1% from MSJ. In reading, 92% of MSJ students were in the top 2 bands compared with 80% statewide. 5% of the state were in the bottom band, with 1% from MSJ. In language, 91% of MSJ students were in the top 2 bands compared with 80% statewide. 6% of the state were in the bottom band, with 1% from MSJ. Overall literacy results saw 97% of MSJ students in the top 2 bands compared to 83% statewide.

Achievement Level		Writing %	Reading %	Language %	LITERACY %
High	NSW	32	36	35	33
	MSJ	58	47	47	49
Proficient	NSW	51	44	45	50
	MSJ	39	45	44	48
Elementary	NSW	11	15	14	13
	MSJ	2	7	8	2
Low	NSW	5	5	6	5
	MSJ	1	1	1	1

## Year 8

In writing, 99% of MSJ students were in the top 2 bands compared with 88% statewide. 3% of the state were in the bottom band, with 0% from MSJ. In reading, 99% of MSJ students were in the top 2 bands compared with 88% statewide. 3% of the state were in the bottom band, with 0% from MSJ. In language, 99% of MSJ students were in the top 2 bands compared with 85% statewide. 4% of the state were in the bottom band, with 0% from MSJ. Overall literacy results saw 99% of MSJ students in the top 2 bands compared to 89% statewide.

Achievement Level		Writing %	Reading %	Language %	LITERACY %
High	NSW	40	48	42	43
	MSJ	61	64	57	62
Proficient	NSW	48	39	43	46
	MSJ	38	35	43	37
Elementary	NSW	9	10	11	9
	MSJ	1	1	1	1
Low	NSW	3	3	4	3
	MSJ	0	0	0	0

## Secondary numeracy assessment program (SNAP)

### Year 7

The SNAP reports on numeracy, number, measurement, space, data and problem solving. In number, 68% of MSJ students were in the top 2 bands compared with 60% statewide. 6% of the state were in the bottom band, with 0% from MSJ. In measurement, 77% of MSJ students were in the top 2 bands compared with 70% statewide. 6% of the state were in the bottom band, with 2% from MSJ. In space, 73% of MSJ students were in the top 2 bands compared with 67% statewide. 5% of the state were in the bottom band, with 2% from MSJ. In data, 65% of MSJ students were in the top 2 bands compared with 64% statewide. 7% of the state were in the bottom band, with 4% from MSJ. In problem solving, 68% of MSJ students were in the top 2 bands compared with 62% statewide. 5% of the state were in the bottom band, with 1% from MSJ. In numeracy, 71% of MSJ students were in the top 2 bands compared with 65% statewide. 4% of the state were in the bottom band, with 1% from MSJ.

Achievement Level		Number %	Measurement %	Space %	Data %	Problem Solving %	Numeracy %
High	MSJ	27	24	27	26	26	24
	NSW	32	22	29	27	28	25
Proficient	MSJ	33	46	40	38	36	41
	NSW	36	55	44	38	40	46
Elementary	MSJ	34	24	28	30	33	31
	NSW	32	20	25	32	30	28
Low	MSJ	6	6	5	7	5	4
	NSW	0	2	2	4	1	1

## Year 8

In number, 84 of MSJ students were in the top 2 bands compared with 70 statewide. 4% of the state were in the bottom band, with 1% from MSJ. In measurement, 84% of MSJ students were in the top 2 bands compared with 77% statewide. 4% of the state were in the bottom band, with 2% from MSJ. In space, 85% of MSJ students were in the top 2 bands compared with 74% statewide. 4% of the state were in the bottom band, with 0% from MSJ. In data, 94% of MSJ students were in the top 2 bands compared with 77% statewide. 4% of the state were in the bottom band, with 0% from MSJ. In problem solving, 85% of MSJ students were in the top 2 bands compared with 73% statewide. 3% of the state were in the bottom band, with 0% from MSJ. In numeracy, 92% of MSJ students were in the top 2 bands compared with 76% statewide. 2% of the state were in the bottom band, with 0% from MSJ.

Achievement Level	Number %	Measurement %	Space %	Data %	Problem Solving %	Numeracy %	
High	MSJ	37	33	38	41	37	36
	NSW	44	34	44	64	48	49
Proficient	MSJ	33	44	37	36	36	40
	NSW	40	50	41	30	37	43
Elementary	MSJ	26	18	21	19	24	22
	NSW	15	15	15	6	15	8
Low	MSJ	4	4	4	4	3	2
	NSW	1	2	0	0	0	0

## The school certificate

All Year 10 students in New South Wales sat for external examinations in English Literacy, Mathematics, Science and Australian History, Geography Civics and Citizenship. The results shown give a comparison between the state candidature and that of Mount St Joseph Milperra. In all disciplines the MSJ candidates scored well above those achieved across the state. In English Literacy, which is of fundamental importance for success in all subjects, fewer than 16% of our students obtained a result below 70%.

Performance Bands		English Literacy	Mathematics	Science	Australian History	Australian Geography
Band 4,5,6	MSJ	84%	65%	78%	76%	71%
Band 4,5,6	State	67%	51%	69%	64%	60%

Students achieved well in their 2005 School Certificate Examinations. There were State exams in English/Literacy, Mathematics, Science, Australian History and Geography Civics and Citizenship.

Based on their results, students were graded within performance bands with 6 being the highest band and 1 being the lowest. To gain a performance band 6 a score of 90+ was required, band 5 - 80+, band 4 - 70+, band 3 - 60+, band 2 - 50+, and band 1 for a below 50 mark.

## Computing skills - trial testing

In 2005 all Year 10 students at Mount St Joseph Milperra sat for a trial test in Computing Skills obtaining a mean well above the State average in each of the five computing skill areas:

Computer operations

Word processing

Spreadsheets and databases

Graphics and multimedia [these were particularly well answered]

Internet and email

The best result at MSJ was a score of 92% with a mean score of 70%. The Computing Skills test will become compulsory for all Year 10 students in New South Wales in 2006.

## Targets for 2006

Performance Bands	English	Mathematics	Science	Australian History	Australian Geography
Band 4,5,6	85%	70%	80%	80%	80%

## The higher school certificate

With regard to the Higher School Certificate, the media placed Mount St Joseph Milperra with a position of 134 in the New South Wales order of school merit. Most of the students from our graduating class reported to us great satisfaction with their HSC results, while the majority of our Year 11 students have laid a solid foundation for their final results this year.

Perhaps the most pleasing aspect of the 2005 HSC results was the extremely strong performance of our students in Mathematics and the H.S.I.E. subjects. Also to be mentioned were the results in Community and Family Studies, Food Technology and English (Standard).

## Course Statistics

Number of courses offered = 35

Courses with MSJ mean > state mean = 26

Courses with MSJ mean > 5% above state mean = 6

## Honour list

Individual marks in the Higher School Certificate of 90% and above were achieved on 51 occasions. These were achieved by 27 students in 16 different courses (50% of all courses offered). In the extension courses 16 students achieved an E4 (the highest band), 28 students achieved an E3 with 6 students achieving an E2. No students achieved an E1 band. Twenty students achieved a UAI above the 90 rank with eight of these students achieving a UAI above 95. The top UAI in 2005 was 99.40.

## Students in Bands 4 - 6

SOR I	MSJ	91%	NSW	84%
SOR II	MSJ	80%	NSW	85%
English Advanced	MSJ	100%	NSW	90%
English Standard	MSJ	62%	NSW	34%
English Extension I	MSJ	100%	NSW	99%
English Extension 2	MSJ	100%	NSW	98%
General Mathematics	MSJ	86%	NSW	58%
Mathematics 2 Unit	MSJ	77%	NSW	64%
Mathematics Ext 1	MSJ	100%	NSW	93%
Mathematics Ext 2	MSJ	100%	NSW	97%
Biology	MSJ	68%	NSW	66%
Chemistry	MSJ	76%	NSW	63%
Physics	MSJ	92%	NSW	68%
Ancient History	MSJ	93%	NSW	69%
Modern History	MSJ	89%	NSW	80%
History Extension	MSJ	100%	NSW	91%
Business Studies	MSJ	51%	NSW	53%
Economics	MSJ	87%	NSW	75%
Legal Studies	MSJ	83%	NSW	67%
Society and Culture	MSJ	80%	NSW	59%
Drama	MSJ	75%	NSW	71%
Music I	MSJ	83%	NSW	86%
Visual Arts	MSJ	100%	NSW	87%
French Continuers	MSJ	34%	NSW	77%
Italian Continuers	MSJ	100%	NSW	75%
Food Technology	MSJ	75%	NSW	57%
Industrial Technology	MSJ	69%	NSW	61%
Textiles and Design	MSJ	88%	NSW	72%
PDHPE	MSJ	83%	NSW	70%
Community & Family Studies	MSJ	91%	NSW	66%
Business Services Examination	MSJ	67%	NSW	50%
Hospitality Examination	MSJ	45%	NSW	53%
Information Technology Exam	MSJ	20%	NSW	41%

Performance Bands		Studies of Religion 1	English Standard	English Advanced	General Mathematics	Mathematics
Band 4,5,6	MSJ	91%	62%	100%	86%	77%
Band 4,5,6	State	84%	34%	90%	58%	64%

The 2005 Higher School Certificate results were excellent, continuing the pattern of outstanding success achieved over the past 6 years.

A band 5 or 6 result means that a student receives a mark over 80%. In the 2005 HSC, 67% of our students gained at least one band 5 or 6 result.

## Targets for 2006

Performance Bands	Studies of Religion 1	English Standard	English Advanced	General Mathematics	Mathematics
Band 4,5,6	90%	70%	100%	85%	80%

## Higher school certificate relative performance compared with school certificate

### English

BAND	2005 HSC ENGLISH STANDARD	2005 HSC ENGLISH ADVANCED	2003 SCHOOL CERTIFICATE
6	0%	13%	7%
5	0%	47%	39%
4	62%	40%	37%
3	35%	0%	16%
2	3%	0%	1%
1	0%	0%	0%

### Mathematics \*

BAND	2005 HSC EXTENSION 1 MATHS	2005 HSC 2 UNIT MATHS	2005 HSC GENERAL MATHS	2003 SCHOOL CERTIFICATE
6/E4	27%	17%	5%	4%
5/E3	60%	20%	43%	24%
4/E2	13%	40%	37%	42%
3/E1	0%	14%	13%	22%
2	N/A	6%	1%	6%
1	N/A	3%	0%	0%

\* In 2003 all students completed Mathematics. In 2005 only 126 students studied Mathematics for the HSC.

### Science\*

BAND	2005 HSC BIOLOGY	2005 HSC CHEMISTRY	2005 HSC PHYSICS	2003 SCHOOL CERTIFICATE
6	6%	4%	0%	8%
5	26%	24%	42%	34%
4	42%	48%	50%	40%
3	23%	20%	8%	16%
2	4%	4%	0%	0%
1	0%	0%	0%	0%

\* In 2003 all students completed Science. In 2005 only 90 students studied Science for the HSC.

## History\*

BAND	2005 HSC ANCIENT HISTORY	2005 HSC MODERN HISTORY	2003 SCHOOL CERTIFICATE
6	21%	14%	6%
5	50%	39%	22%
4	22%	36%	37%
3	7%	11%	26%
2	0%	0%	7%
1	0%	0%	1%

\* In 2003 all students completed History. In 2005 only 42 students studied History for the HSC.

## National benchmarks

There were some 174 Year 7 students who participated in the testing program for the National Benchmarks in reading and writing. Some 98% of those students met the writing National benchmark. In the area of reading, 96% of MSJ students met the national Benchmark. In the area of numeracy, there were some 171 students who participated in the testing program for the national benchmarks. Whilst 79% of the Year 7 students met the National Benchmark some 21% failed to reach that benchmark.

The Year 9 National benchmark testing items have not yet been distributed by the State Government. In 2006, 300 NSW schools will be trialing the national Benchmarks in literacy and numeracy. These tests will be part of the Federal Government's push towards a national examination scheme. The tests will examine students in reading, writing, spelling and numeracy.

Jeff Ray  
AP (Curriculum)  
Mount St Joseph Milperra

## **5. Teacher standards**

All 81 of the teaching staff at Mount St Joseph hold a teaching qualification from a higher education institution within Australia or a qualification recognised by the National Office of Overseas Skills Recognition (AEI – NOOSR) guidelines.

## **6. Enrolment procedures**

Mount St Joseph Milperra is a non-systemic Catholic girl's secondary school established under the auspices of the Sisters of St Joseph and administered through a Board of Directors.

The school is committed to its agreement with the Archdiocese to ensure placement of girls from the systemic primary schools.

Since there is a great demand for places at the school, the following factors influence acceptance of applications:-

FAITH as an important part of the family life of baptized girls who apply;

NEEDS of students disadvantaged in some way;

NON-CATHOLIC CHRISTIANS are considered when space is available and/or for pastoral reasons.

Priority will be given to:

Catholic students from the following parishes: Bankstown, Bankstown Central, Bass Hill, Georges Hall, Padstow, Panania, Revesby, Revesby Heights.

Daughters of ex-students and siblings of existing and ex-students.

### **PROCESS**

Applications are accepted from March to May of the enrolment period. All applicants are interviewed by the principal. All applications must be accompanied by an enrolment fee. Each year a waiting list is maintained.

### **ENROLMENT CRITERIA**

The principal and enrolment officer follow the Policy of the Mount St Joseph Milperra Board. No 3.11

## **7. Student Welfare**

### **Pastoral Care**

The heart of pastoral care at Mount St Joseph lies in the House system. Students are placed in homeroom groups with others from Years 7 – 11. The girls gather in this vertical structure for homeroom each morning. Students in Year 12 are with their House cohort for homeroom. At the beginning of the year all Year 7 students are placed into Peer Support groups; each group has two Year 10 Peer Support Leaders who share the same homeroom. This structure provides for communication between the older and younger students in the school community, and fosters the building of relationships with students of all ages.

In addition, the homeroom groups are divided into two smaller groups (Tutor Groups) comprising students from Years 7-12. Students in Year 12 assist their Tutor teacher in leading small group discussions at various times in the year as scheduled in the formal Pastoral Care Program which runs weekly. The Tutor system was introduced in 2005 and its focus is on building relationships among the students of all age groups and fostering a sense of care and concern for each other.

As a part of the Pastoral Care Program an assembly is held each Thursday before lunch. At this time the girls come together in Tutor groups, House groups, Year groups or School group. The focus of each meeting is building relationships, House and School Spirit.

Although every teacher is a teacher of Pastoral Care, the House Coordinators continue to be the key coordinators of pastoral care and discipline for students in their House. Each student is placed into one of six Houses, details regarding the House System of Pastoral Care may be found on the school's internet site. The School Counsellors also provide important support for students; and the girls may see the counsellors either individually, in groups or with their parents/guardians.

In 2005 the Pastoral Care Team underwent professional development training with Lyn Harrison, Marist Youth Care. The purpose of which was to familiarise House Coordinators with the skills necessary to help students in conflict and to explore student welfare programs which may be implemented into the Pastoral Care Program.

In November the Student Leaders – School Captains, House Captains and the Student Representative Council attended a weekend camp on Student Leadership in a Josephite School. The leaders explored how they could fulfil their leadership roles and were guided in their discussions by Sr Jan Barnett and Sr Colleen O'Sullivan.

Throughout the year policies and procedures around Pastoral Care are printed in the school Newsletter which is published weekly. Such topics include: Homework, Student Attendance, Mobile Phones, Parental Contact.

The Pastoral Care Program and School Discipline Policy is in the Staff Handbook and a copy may be obtained by contacting the Assistant Principal.

### **Child Protection**

The school's Child Protection Policy is available in the Staff Handbook. It has been updated to include legislative changes and staff are made aware of these changes at Staff Meetings. Parents may request a copy of the policy by contacting the School Principal.

## **Security Policy**

Issues regarding student safety are generally addressed through the school's Occupational Health and Safety Policy. Access to this policy may be obtained by contacting the Assistant Principal (Administrator).

## **Supervision of Students**

A staff induction program runs during the year to ensure that new staff are familiar with school policies and procedures; a primary function of the induction program is to ensure that new staff clearly understand their responsibilities to care for all students.

## **Codes of Conduct**

The School Diary summarises school rules for students; this includes student behaviour, use of technology. Statements regarding codes of conduct, as the Bullying Policy, are printed each year in the Newsletter. Each year codes of conduct around student assessment are provided to students in a booklet and the Assistant Principal (Curriculum) holds Parent Information Meetings to inform parents of procedures.

## **8. Discipline Policy**

The school's discipline measures, included in the Pastoral Care Program, are based on the principles of restorative justice and due process. In 2005 a Staff Development Day was designated to revisiting Restorative Justice Principles and Practice.

School rules continue to reverberate around the value – Respect. The girls know that our four school rules of Respect for God, Respect for Others, Respect for Self and Respect for Environment encompass expectations about how they behave and how they treat others. Parent communication is vital to student discipline. Staff communicate with parents through the Student Diary and parents are encouraged to contact the school to speak with teachers whenever a concern arises. House Coordinators conduct student profiles throughout the year and speak to parents when it is apparent that a student is experiencing difficulty for any reason.

Positive behaviours continue to be reinforced with the award of School Service and Academic Merit Awards which lead to the presentation of Bronze, Silver and Gold Awards. In 2005 the Blue Awards and White Awards were introduced which recognize excellent / consistently good application to studies as reported on both semester one and two reports.

## **9. Policy Around Complaints and Grievances Resolution**

When a parent has a concern about any aspect of their daughter's education it is best addressed by contacting the school. In general terms, if there is a grievance initial contact should be with the teacher involved and, if required, then to the relevant co-ordinator, Assistant Principal, Principal and ultimately the School Board. Parents may also contact House Coordinators at any time to discuss welfare concerns.

We are currently developing a Home-School Communications Guide so that parents are clear about who they see with regard to concerns in various areas e.g. curriculum, pastoral care, public transport, fees, etc.

Lee Barham  
Assistant Principal  
Mount St Joseph Milperra

## 10. Evaluation of targets in 2005

Taken from *Nourishing the present to Enrich the Future 2005-2010*.

<b>1.</b>	<b>RELIGIOUS DIMENSION AND JOSEPHITE IDENTITY</b>
1.3	<p><b>Provide opportunities for a variety of spiritual/prayer experiences</b></p> <p>Prayer Homeroom prayer Mass Mass preparation RE prayer Special Events – St Joseph’s Day / Mary MacKillop Day</p>
1.5	<p><b>Review RE Program emphasis on faith formation</b></p> <p>Each Unit reviewed New unit introduced in Yr 8 Reconciliation</p>
1.7	<p><b>Redefine School Mission and Josephite Identity</b></p> <p>Listed names of <b>ALL</b> staff yet to do Colloquium Invite 6 for each session per year / Teachers here for 12 months Speak to the Josephite story at General Assemblies Newsletter – Mary’s story (Sr Kathleen)- Josephites Today (Sr Mary) Have Josephite Sisters visible at main events Invited Sisters who taught at MSJ to 10<sup>th</sup> anniversary of Mary MacKillop Celebrations - 8<sup>th</sup> August.</p>
1.8	<p><b>Promote the Josephite Story</b></p> <p>Gifted staff with Mary MacKillop books for 8<sup>th</sup> August Assemblies / Package done by Louise Sr Mary’s Newsletter / Special unit 8<sup>th</sup> August –“ Never See a Need” DVD Colloquium as in 1.7 Leanne Mahy to the Kimberley (2006) to work with Josephites</p>
1.11	<p><b>Clarify desirable learning outcomes which the HSC does <u>NOT</u> measure</b></p> <p>Group formed: Gabiella Ratcliffe, Joan Moylan, Cheryl Beaver, Terrie Yule to work with these outcomes.</p>

<b>2.</b>	<b>STUDENTS</b>
2.1	<p><b>Develop a major focus on caring for and service to others</b></p> <p>Address how this can be done at Year Meetings / House Assemblies Promote ‘service to others’ – School Assembly – informing students of the work of Silver Award recipients. SRC (Student Representative Council) Meetings</p>
2.6	<p><b>Review the School Uniform</b></p> <p>All wear Sport Uniform on Thursdays Introduce white skivvy for winter Introduce white scarf for winter SRC gave ideas / basically parents happy – No major change to uniform</p>

2.7	<p><b>Implement a regular process for seeking student opinions on whole school issues</b>  Introduction of tutor system – topics for discussion developed  SRC Meetings  Year and House Meetings.</p>
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<b>3.</b>	<b>STAFF AND STAFF DEVELOPMENT</b>
3.2	<p><b>Provide effective professional development on the Josephite Story</b>  Speak to charism when Principal meets with staff  Part of <u>every</u> Spirituality Day  Sisters present at special gatherings/assemblies.</p>
3.3	<p><b>Improve classroom practice and pedagogy</b>  Discussions have been held with PEEL (Project For Enhancing Effective Learning) Coordinators to further consolidate the PEEL teams within the school during 2006  New members of staff will be sought to add to the PEEL 2 group to replace staff who have dropped out of the program or left the school  Teaching and Learning Coordinator to discuss with Catholic Education Office staff a proposal to further develop the ‘Action Learning’ aspect of PEEL as this area needs further development  2006 will see the development and implementation of a survey of staff regarding their current classroom practice/pedagogy;  Collation of the survey and recommendations to the School Leadership Team will occur in the second semester of 2006  Develop a more flexible timetable – will see a Curriculum Team discussion in mid-2006 to ascertain the timetable requirements that are being sought by faculties.  Teaching and Learning Coordinator is to devise a program of ‘Learning Style’ awareness for Years 7 and 8. This will, be given the same priority as ELLA and SNAP.</p>

<b>5.</b>	<b>TEACHING AND LEARNING</b>
5.1	<p><b>Develop school policy in regard to the school’s focus on academic achievement, Vocational Education Courses, emphasis on sport and other co-curricular areas</b>  In conjunction with item 5.4 the school will conduct a review of staff, parents and senior students to ascertain the school’s view of itself in regard to academic achievement, its emphasis on sport and other co-curricular areas. This survey will be included in the detailed Assessment and Reporting survey to be conducted in 2006  Analysis of the detailed responses will be conducted during the second semester of 2006.</p>
5.3	<p><b>Improve Classroom teaching practices</b>  Focus professional development on pedagogy will continue in 2006.  Continue PEEL with a consolidation of membership in the PEEL 2 group  Faculty Coordinator visits to classrooms will be considered during Curriculum meetings early in 2006  Support for teachers who engage in PEEL will be on-going  Develop a culture of professional reflective practice and collegial dialogue with leadership to come from the Curriculum Team  Develop major emphasis on student individual learning styles theory and practice through the program led by the Teaching and Learning Coordinator to devise a program of ‘Learning Style’ awareness for Years 7 and 8. This will, be given the same priority as ELLA and SNAP.</p>

5.4	<p><b>Evaluate the overall assessment and reporting process</b></p> <p>An Assessment/Reporting Committee is to be formed early in 2006 to facilitate the evaluation process. There is a group of staff that has already taken up positions on the committee. Parent and student members will be sought early in 2006</p> <p>This Committee will investigate the new 'system' requirements as well as conducting a major survey of the school community</p> <p>As a consequence of the 2006 review the following will occur:</p> <p>A new Reporting format will be devised and implemented that addresses both 'system' requirements as well as the school community's concerns</p> <p>An examination of the current assessment/reporting calendar will be conducted</p> <p>Clarification of the nature and number of tasks and timeframes will occur</p>
5.5	<p><b>Encourages students to be independent learners by an improved program of academic emphasis in Yrs 7 to 10.</b></p> <p>Review classroom practice to promote more independent learning particularly in Years 7 to 10</p> <p>Devise an effective study skills program</p> <p>Establish a system of tutorial arrangements for students seeking extra assistance</p> <p>Establish a Homework centre that provides quiet study space as well as access to teachers</p> <p>Consider feasibility of establishing a Learning Centre where students can access additional assistance in subjects</p> <p>Extend library hours</p> <p>Encourage individual teachers to allow students some negotiation in learning/assessment tasks, including contracted learning</p>
5.7	<p><b>Evaluate Stage 6 programs</b></p> <p>Term 4 (2005) will see a review of all Stage 6 programs in terms of BOS compliance and syllabus outcomes, academic achievement, cost effectiveness and student needs. This survey will be part of the preparation for Registration/Accreditation in 2006</p> <p>Each Faculty Coordinator will have a discussion and undertake a planning audit with Jeff Ray in Term 4, 2005. A further audit will be undertaken during Term 1, 2006.</p> <p>As a consequence of these audits:</p> <p>Programs will be updated, where necessary</p> <p>Evaluation of resources for each course will occur</p>
5.8	<p><b>Develop data analysis of HSC and SC to improve teaching / learning practice</b></p> <p>A detailed development afternoon was held in Term 2, 2005 in which the full CEC analysis was explained</p> <p>Each Faculty Coordinator then had a discussion with Sr. Barbara and Jeff Ray regarding these analyses</p> <p>The school has enrolled in the Catholic Education Commission analysis program for the 2005 HSC results</p> <p>Faculties will conduct a review of HSC and SC outcomes in 2006</p> <p>Faculty Coordinators will be informed of the 2005 results early in 2006</p> <p>HSC result discussions will occur during term 1, 2006</p> <p>Ongoing discussion and debate among faculty staff in regard to plans for improvement will result from these discussions</p>

5.9	<p><b>Prepare for next cycle of Registration</b>  Attended meeting on Board Of Studies – Registration  Organised areas among School Leadership Team  Redefining Handbook Roles / Policies / Structures  Checking where various policy may be found / checklist (√)</p>
5.10	<p><b>Evaluate new 7-10 Framework programs for Stage 4 &amp; 5</b>  An item checklist for programs was devised in Term 2, 2005  This checklist was distributed to the Curriculum Team at the start of Term 3, 2005  Implementation of procedures for writing programs according to item checklist has occurred throughout 2005  Program evaluation and rewriting of the programs have occurred where appropriate</p>
5.11	<p><b>Emphasise the diagnostic aspect of Assessment for learning throughout all Stages 4 to 6.</b>  In term 3, 2005 the Curriculum Team participated in a well-received development day on ‘Assessment for Learning’ theory  Subsequent Curriculum Team meetings developed procedures to integrate ‘Assessment for Learning’ in all Stage 4/5 programs and then in Stage 6 for the 2006 Registration/Accreditation review</p>

<b>6.</b>	<b>LEADERSHIP</b>
6.1	<p><b>Revitalise leadership in the Student Representative Council</b>  Meet with SRC at their regular meetings 3 x term  Introduced Guest Speakers  Developed Special Leadership Weekend</p>
6.7	<p><b>Provide support and mentoring for Coordinator</b>  Meet with House Coordinators / Faculty Coordinators monthly  Review Roles of School Leadership Team early 2006  Developing Management positions for both groups</p>

<b>7.</b>	<b>PLANT AND FACILITIES</b>
7.1	<p><b>Instil within Students a sense of value and appreciation for their school environs and resources.</b>  Introduction of the 5 mins clean up bell at end of lunch appears to be working  regular reminders via Admin Matters and Staff Meeting</p>
7.2	<p><b>Develop a Master Plan for major development and refurbishment of school physical facilities.</b>  To form a building committee with OH&amp;S</p>
7.4	<p><b>Improve the physical working conditions for staff</b>  Plans prepared for additional staff office area to comply with OH&amp;S</p>

7.5	<b>Review and Oversee the OH&amp;S Program</b> Ongoing dialogue with Collaborative Health Education and Research Centre (CHERC), all policies are currently being rewritten due for completion Term 1, 2006. Introduction of 5 year plan.
7.9	<b>Develop and implement a school Technology Plan</b> Referred to Information Technology Coordinator to develop a strategy

<b>8.</b>	<b>FUNDING AND FINANCE</b>
8.3	<b>Fund the building and refurbishment plan</b> Board Agenda for 2006

## 11. Targets for 2006

Taken from *Nourishing the present to Enrich the Future 2005-2010*.

<b>1.</b>	<b>RELIGIOUS DIMENSION AND JOSEPHITE IDENTITY</b>
	Renew the program in RE which explicitly teaches the connection between RE, catholic faith and Josephite tradition.
1.10	Affirm the practice of naming school buildings to acknowledge our heritage.
<b>2.</b>	<b>STUDENTS</b>
	Provide a mechanism that addresses achievement of academic personal best.
2.3	Provide opportunities for students to broaden their range of experiences at all levels of learning.
<b>3.</b>	<b>STAFF AND STAFF RELATIONSHIPS</b>
3.4	Introduce an effective Professional Review and Appraisal process for staff.
<b>5.</b>	<b>TEACHING AND LEARNING</b>
5.4	Evaluate the overall assessment and reporting process.
5.6	Evaluate excursions and their validity.
5.14	Develop and implement an effective process of Faculty review.
<b>6.</b>	<b>LEADERSHIP</b>
6.4	Review House – Coordinators role.
6.9	Develop opportunities for staff and members of the School Board to meet.
<b>7.</b>	<b>PLANT AND FACILITIES</b>
	Improve the heating /cooling options for the school facilities.
<b>8.</b>	<b>FUNDING AND FINANCE</b>
8.4	Fund the ICT Strategy.

## **12. Teaching and learning**

Continuation of a 2 point Teaching and Learning coordinator to assist the Assistant Principal Curriculum facilitate improvements in pedagogy.

Appointed another staff member to assist 1 day a week, with the implementation of the enrichment program.

### **Whole school initiatives**

Committee established to review Department of Education's *Policy and Implementation Strategies for the Education of Gifted and Talented Students* document.

Development of a school Gifted and Talented Policies and Procedures document

Ongoing intervention strategies in special needs, literacy and numeracy for students 7-10

Staff meetings supporting staff in implementing good teaching practice including effective questioning techniques

### **Professional Development**

Whole staff development day led by Beverley Johnston, dedicated to investigating how learning beliefs translate into practice and the pedagogical needs as requested by the staff including: Information processing skills, effective note taking, reading comprehension strategies, ICT innovations and PEEL strategies

Teachers given the opportunity to visit schools of interest who are practicing effective pedagogy initiatives

Individual faculties utilise two days a year to develop and evaluate program/assessment practices and procedures.

Individual teachers are entitled to two days a year professional development, under the guidance of their coordinator, to improve teaching practices

Faculty coordinators inserviced on the principles and implementation of Assessment for Learning

### **Project for Enhancing Effective Learning (PEEL)**

Continuation of 2004 PEEL (thirteen voluntary teachers) group meetings to discuss pedagogy. Developed an action learning project to improve differentiation in classrooms – *to be implemented in Term 1 2006*

Commencement of 2005 PEEL group involving eleven teachers across all faculties

Inservice run by the Catholic Education Office on the philosophy of PEEL and innovative teaching strategies for 2005 PEEL group

Regular meetings were held for PEEL members to discuss strategies for improving teaching practices, including the Quality Teaching Model

### **G&T**

Enrichment opportunities for identified students to enhance their numeracy and critical thinking skills

### **Future directions**

Deepen staff's understanding of concepts of assessment for learning

Inform staff of the school's new policy and guidelines for Gifted and Talented students document

Encourage staff to create programs of work which cater for the needs of all students in their classes (differentiation – develop thinking skills)

Continued commitment to PEEL

Nadine Jones

Teaching and Learning Coordinator

Mount St Joseph Milperra

## **13. Significant Programs**

In the Special Education and Gifted and Talented programs at Mount St Joseph, 2005 has been a year of new initiatives and consolidation of good practice.

### **Special Education**

Special Education at Mount St Joseph is regarded as a whole school responsibility. The Special Education Program is based upon the belief that all children are entitled to be educated in the mainstream environment, therefore class teachers, the Special Needs Team in collaboration with parents and students are responsible for the planning and implementation of appropriate programs in response to individual needs.

This year, the Special Education Department has integrated 26 students with funded special needs, in addition to numerous students with specific learning difficulties, behaviour disorders and medical conditions, which affect learning. Our students with special needs include: 2 students who receive support from the Institute for Deaf and Blind children. Special Education has supported 21 students who are in the mildly intellectually disabled range and 1 student in the moderately intellectually disabled range. 1 student requires mobility support 3 students for mental health and 1 language support.

Joe's Place is where all student services are located in the school. ESL, Special Education, Literacy and Numeracy support, Counselling and Enrichment are all housed at Joes Place. At the Centre, there is access to a small teaching classroom, tutorial rooms, a reading area, interview room and an office. The Centre is well equipped with computer stations, photocopier, reading library, teaching resources and references. The Centre is staffed by four Special Education Teachers and one Teachers Aide (0.8) and has clerical support.

### **Gifted and Talented Program**

At Mount St Joseph, it is seen as imperative that gifted and talented students are given the opportunities and experiences that will develop their potential and satisfy their learning needs. To meet these needs Mount St Joseph provides access to expertise, enrichment, extension and sustained development of their gifts.

The members of the Gifted and Talented program are withdrawn from classes once a week on a roster and are engaged in a number of varied activities

Some of these activities this year have included:-

The EUREKA project where Year 8 and 10 students worked together to make a movie to present a scientific theory or practice.

Using a Tournament of the Minds activity to design a pack away toy .

A new activity called the Australian Museum Peoples' Choice Award where students investigated and voted for Scientist of the Year.

A workshop activity on the use of IT tools such as Photo story, a computer program to help illustrate the various story creations written by the students.

A workshop on study habits and organisational skills.

This year members of the Gifted and Talented Program under the leadership and guidance of their teacher/mentor have had many successes.

Two groups of Year 10 History students' submissions reached the regional finals of the National History challenge.

One Year 8 student was a regional finalists in the Minister's Young Design award (TAS enrichment task).

One Year 10 student had her poem published in the Gifted Education magazine.

Eight Year 8 students represented MSJ for the first time in the Da Vinci Decathlon at Knox Grammar and did very well.

Members of the MSJ staff have also participated in a workshop on the emotional and social needs of the gifted to ensure that all members of staff at MSJ have some understanding of the pressures a gifted and talented student may face at school

Michelle Lidgard  
Special Education  
Mount St Joseph Milperra

Jenny Edwards  
Enrichment Officer  
Mount St Joseph Milperra

## **14. Special Celebrations**

### **Launch of the Strategic Plan**

At Mount St Joseph we try to live out Mary MacKillop's dream and continue to keep before us the good life she lived by living as she did, never seeing a need without trying to do something about it. Hence this year 2005 saw the launch of the Strategic Plan, *Nourishing the present to Enrich the Future 2005-2010*. This launch was marked by a special liturgy.

### **10<sup>th</sup> Anniversary of the Beatification of Blessed Mary MacKillop**

This was a very special day at MSJ where the MSJ community took time to reflect upon and remember the many Sisters of St. Joseph who followed in the footsteps of Mary MacKillop by the contribution they made to this magnificent school. A Eucharistic celebration was followed by a lunch prepared and served by members of the student body. A small gift made by Year 7 students was given to each attending Sister of St. Joseph.

### **World Youth Day Delegates**

Three Year 11 students were chosen as MSJ ambassadors for the Sydney Catholic Schools' group at the World Youth Day held in Cologne. They traveled to five different countries and finally joined with 1.2 million young people from around the world to celebrate their common beliefs and values in a Eucharistic celebration led by the new Pope, Benedict XVI.

## **15. Our Achievements**

### **Music**

The first major event of the 2005 year was the very successful tour of Italy by the Mount St Joseph choir accompanied by twelve teachers. The tour included singing in cathedrals such as St. Peter's Basilica in Rome, the Duomo Florence, the Basilica of St Francis and Santa Suzanna in Rome.

The choir also performed at the 10<sup>th</sup> Anniversary Mass of the Beatification of Blessed Mary MacKillop at St. Mary's Cathedral, Sydney, Mary MacKillop celebrations at North Sydney and at Confirmation 2005 in the Superdome. Some of the vocal soloists from the choir performed at the Archdiocesan Catholic Performing Arts Festival.

Some new initiatives by the Music department have seen the development of an A Cappella choir singing in 4 part harmony and a junior string ensemble.

### **Textile and Design**

One of our most notable performances at MSJ this year was the selection of one of our HSC student's Textile and Design Major project to be part of the prestigious state-wide *Texstyle* Exhibition. This exhibition showcases the very best HSC Textile and Design projects and this selection by the Board of Studies is a real credit to the student and her teacher for their dedication, creativity and hard work.

## **French Tour**

The highlight for the French students at MSJ was the trip to New Caledonia for fourteen Year 10 and 12 students. It was a seven day intensive language and culture course where students attended language lessons in the morning and visited historic and cultural sites in the afternoons.

## **Science**

One of the most notable achievements of the Science Department in 2005 is the achievement of one Year 10 student in winning the Research award from the Victor Chang Cardiac Institute. This student was also one of six state representatives at the Youth Science ANZAAS in 2005

The Environmental Club, an initiative of one of the science staff, has received a grant from Bankstown Council to support its work in the environment. This group organized a competition to design a logo for an environmentally friendly bag which is to be distributed to all students in 2006.

## **Sport**

MSJ has had another successful year of Sport at MSJ with many achievements. Some are listed below

CGSSSA Senior Basketball 2<sup>nd</sup> place

CGSSSA Junior Soccer 2<sup>nd</sup> place

CGSSSA Diving 1<sup>st</sup> place to a student

CGSSSA Senior Softball 2<sup>nd</sup> place

CGSSSA Dance

SCC Premiers 7, 8 and 10 teams in Netball, Senior Softball, Junior and Intermediate Basketball

SCC Swimming Carnival Junior, Intermediate, Senior Trophies, the Aggregate Trophy and the Most Improved Award

SCC Athletic Carnival Junior, Intermediate, Senior Champions and Overall  
Champions trophies

In attempts to raise the fitness levels of all students MSJ has opened the sports shed Monday to Wednesday at lunch. This initiative has proven to be extremely popular and successful.

## **Creative Arts**

Mount St Joseph has had another highly successful year in the Creative Arts areas both as individuals and as groups. One of our Year 12 HSC Visual Arts students had her work pre-selected for *Art Express* which is an exhibition of outstanding art works submitted for the HSC.

Various Dance groups took part in the SCC and CGSSA competitions with the following groups gaining places

Polish Dance group 1<sup>st</sup> Place

Junior Jazz 1<sup>st</sup> Place

Irish Dance group 2<sup>nd</sup> Place

Creative Dance 2<sup>nd</sup> Place

The major performing event for MSJ in 2005 was the Archdiocesan Catholic Schools Performing Art Festival where our students participated in drama, dance and singing. One of our teachers was selected to be part of the choreography committee for the Archdiocese, a wonderful tribute to her talent and dedication.

Five of our Year 11 Drama students were part of The Drama Club who performed in an outdoor presentation coordinated by the Australian Youth Development Service. This provided these

students with a venue to display their numerous acting skill and to gain valuable experience in the acting field.

### **Vocational Course**

Twelve of our Year 11 and Year 12 students attend TAFE courses (VET) this year as part of their Preliminary or HSC courses.

Three of these students received awards for First in the Course. These courses were Animal Care, Beauty Therapy and Hairdressing.

Three students received Rotary Awards for dedication to their studies and for excellent performance in work placement. These awards were in the fields of Business Studies 2 U, Hospitality 2 U and Information Technology 2 U

## **16. Occupational Health And Safety**

Mount St Joseph Milperra is committed to protecting the Health and Safety of all employees. Injury and illness is needless, costly and preventable. The following is the overview and introductory statement of the school's Occupational Health and Safety Policy.

“The Board of Directors and School Leadership Team accept that they have a duty of care for the health, safety and welfare of employees, contractors and other visitors and will use all due diligence to protect them from work-related injury and illness. The school will provide the necessary resources to enable it to comply with the NSW OH&S Act 2000 and the OH&S Regulations 2001.

All of the school's employees are required to take care of the health and safety of themselves and others and to cooperate with the School Leadership Team in fulfilling the employer's requirements.

Associated with this policy based on the school's values of justice, compassion and respect for the dignity of each person, is a program for the management of OH&S in the school.

The purpose of this program is to:

- provide a system of identifying and eliminating hazards;
- provide OH&S training and supervision of employees;
- assist employees, through on going consultation, to meet their duty of care for others;
- enable employees to participate in OH&S management.

This policy will be reviewed regularly to ensure that it remains current.

For the past five years the school has worked with the Collaborative Health Education and Research Centre (CHERC). This organisation based at St Vincent's Hospital Lismore outsources OH&S services to the community including many schools.

CHERC has assisted us in meeting our duty of care and in helping create a safe work environment. It has done this by:

Conducting a site audit to identify deficiencies in the OHS management systems;

Assessing the organisation to develop a strategic training plan;

Training and certifying staff (where appropriate) on site, supplying WorkCover recognised programs as required by the Occupational Health and Safety (OH&S) Act 2000;

Conducting workplace inspections to identify hazards that relate to the deficiencies in management systems;

Developing reports, based on the site audits and workplace inspections, with recommendations for the development of management systems that will assist in achieving and maintaining ongoing compliance with the OHS Act;

Assisting in developing Risk Management Systems;

Consulting and training on accident investigation;

Assisting with developing systems for comprehensive Return to Work programs;

Ongoing support and helpdesk facilities.

IN 2005 CHERC undertook an OHS audit using

“Australian New Zealand Standard 4801:2001: Occupational Health and Safety management systems – Specification with guidance for use”.

“Australian New Zealand Standard 4804: 2001 : Occupational Health and Safety management systems – General guidelines on principles, systems and supporting techniques”.

Copies of the audit are available from the school.

The following training courses have been run for the school staff by CHERC throughout 2005.

WORKCOVER ACCREDITED OHS CONSULTATION TRAINING COURSE. A four day course.

WORKCOVER ACCREDITED TRAINING IN RETURN – TO WORK COORDINATION.

INTRODUCTION TO OHS. Non-accredited 2 hour course.

ACCIDENT INVESTIGATION TRAINING. A non-accredited 1 ½ hour course.

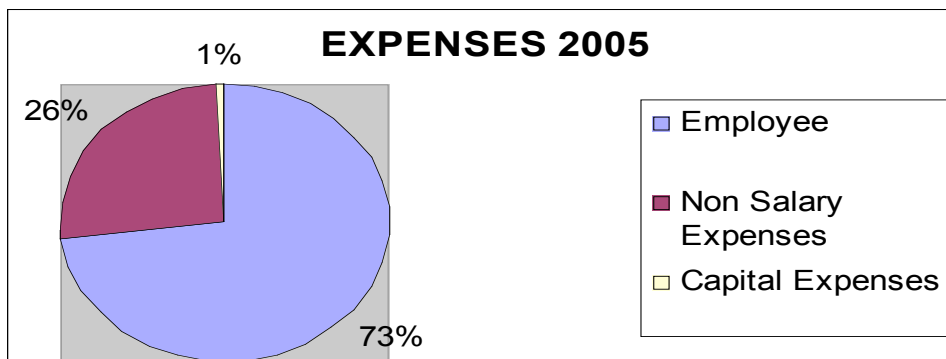
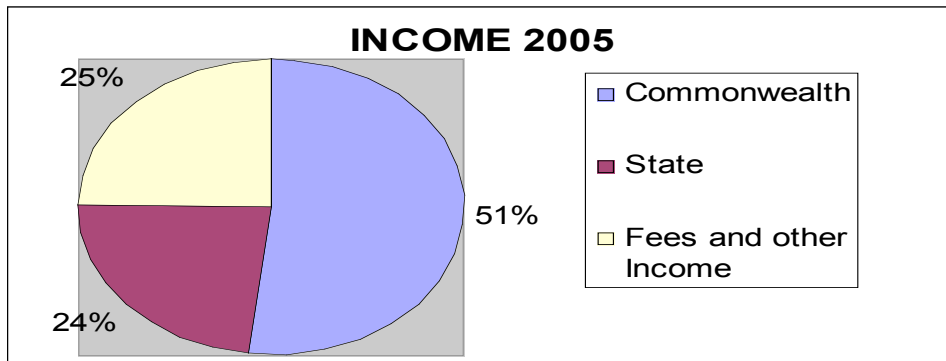
RISK MANAGEMENT. A non-accredited 1 ½ hour course.

In the area of staff training there has also been ongoing training sessions in the area of Emergency Care and CPR.

A five year plan has also been developed this year to assist with the development and monitoring of safe work practices and systems. This plan looks at the following key areas – annual safety plans, OHS budget allocation, review of injury and accident, review of incident/accident procedure, emergency, evacuation practice, staff training, workplace inspections and the review of policies and procedures.

Chris Vince  
AP (Administrator)  
Mount St Joseph Milperra

## 17. Finance



John McConachie  
Business Manager  
Mount St Joseph Milperra