



2025

Annual Report to the School Community



St Joseph's School

Gladstone Street, QUARRY HILL 3550

Principal: Julie Cornwall

Web: www.sjquarryhill.catholic.edu.au

Registration: 848, E Number: E3025

Principal's Attestation

I, Julie Cornwall, attest that St Joseph's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2025 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 03 Apr 2026

About this report

St Joseph's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

The Catholic Education Week theme for 2025, “Pilgrims of Hope” aligned Catholic Education Sandhurst with the Catholic Church’s international Jubilee Year, inviting our education community to take up Pope Francis’s call to “fan the flame of hope that has been given us”. As St Paul reminded us in his letter to the Romans “hope does not disappoint us, because God’s love has been poured into our hearts through the Holy Spirit that has been given to us” (Romans 5:5).

Magnify Sandhurst

The rollout of Magnify Sandhurst across our 51 schools has been the most significant educational initiative in our system’s history. With the support of our partners—Steplab, Knowledge Society, MultiLit, and Ochre Education—Magnify has begun to transform classroom practice, curriculum delivery, and professional learning. The introduction of low-variance curriculum models, instructional coaching, and MTSS frameworks has provided a consistent and evidence-informed foundation for teaching and learning.

Early indicators from NAPLAN and PAT assessments suggest promising trends in student growth. The Magnify model’s emphasis on clarity, structure, and responsiveness has been well received by educators, and the gradual release of responsibility for both students and teachers is fostering a culture of deep learning and professional agency.

Academic Progress and Achievement

While full impact data will take time to mature, 2025 has seen encouraging signs of improvement in student outcomes. Schools implementing Magnify with fidelity are showing gains in foundational literacy and numeracy. VCE results across Sandhurst secondary schools continue to vary, but the system-wide focus on instructional quality and curriculum alignment is expected to stabilise and lift performance over time.

System Solidarity and Subsidiarity

The balance of solidarity and subsidiarity remains central to our system’s identity. In 2025, CESL continued to provide centralised support while respecting the unique character and needs of each learning centre. This approach has enabled shared growth and innovation, while empowering local leadership to respond to their communities with agility and insight.

Know Better, Do Better

As we deepen our commitment to continuous improvement, we have embraced the principle of “Know Better, Do Better.” This has meant courageously de-implementing programs that no longer serve our evolving goals, and supporting staff through transitions with empathy and

clarity. The humility to reflect, learn, and grow has been a hallmark of our leadership this year.

I remain deeply grateful to our school staff, CESL Office personnel, and the members of the CESL and Board for their unwavering commitment to our shared mission. The leadership and dedication demonstrated across our schools have made an outstanding impact in bringing Magnify to life throughout 2025, and the collective efforts of our entire education community continue to ensure that our young people and their families are empowered to have “life to the full” (John 10:10).

Kate Fogarty

Executive Director, Catholic Education Sandhurst Limited

Vision and Mission

IDENTITY STATEMENT

St. Joseph's Primary School is a community of hope where self-esteem and individuality are nurtured in a safe, supportive and stimulating environment reinforcing Gospel values.

VISION STATEMENT

St Joseph's Primary School strives to be a community where:

- Children can develop relationships with God and others and be treated with dignity and respect.
- Parents, children and staff work cooperatively to provide a safe and supportive environment.
- Children are engaged in a stimulating learning environment that nurtures individual achievement.
- Children are becoming aware of their role as peace-makers and witnesses to the Gospel message in our society.

School Overview

The Catholic presence in Quarry Hill traces back to Dr. Henry Backhaus, the first priest on the Sandhurst Goldfields. Archbishop Carr laid the foundation stone of St. Joseph's in Quarry Hill on August 29, 1906, with the school opening its doors on April 30, 1907.

Initially, 138 students, mainly from families of miners, railway workers, and labourers, enrolled at the school, which the Sisters of Mercy managed. Over the years, the school saw a steady increase in enrolment reaching a peak of over 200 in the late 1980s. Following the leadership of the Sisters of Mercy, a Lay Principal was appointed in 1985.

St. Joseph's School celebrated its Centenary in September 2006. Today, St. Joseph's Primary School continues to provide a safe and supportive learning environment for the children of Quarry Hill and surrounding areas. With an enrolment of 238 students in 2025, the school operates across eleven classrooms, with a focus on faith development and nurturing Church life within the school community.

By following the Victorian Curriculum alongside the Source of Life Curriculum and Catholic Identity teachings, the school aims to help students reach their full potential while celebrating Catholic values and teachings of Christ Jesus. St. Joseph's Primary School remains dedicated to 'Building Communities of Faith' in Quarry Hill.

Principal's Report

As we wrap up another successful school year, we pause to celebrate the achievements, experiences, and growth that have shaped our journey together.

At St Joseph's, our students remain at the heart of everything we do. Their passion for learning, curiosity, and commitment—whether as emerging learners or confident leaders—continues to inspire us all. From academic excellence to sporting triumphs, creative arts, and community service, their accomplishments are truly outstanding.

I extend my deepest gratitude to our exceptional team of leaders, teachers, and support staff. Your dedication, creativity, and hard work have created a vibrant learning environment where every student is encouraged to thrive and reach their full potential.

To our parents and families, thank you for your trust, involvement, and unwavering support. Your partnership is vital to our success. A special acknowledgment goes to the St Joseph's School Advisory Council and the Parents and Friends Association for strengthening community engagement and championing our school's vision.

Congratulations to our graduating students as you step into the next chapter of your educational journey. Your resilience and leadership have been remarkable. We wish our Year Six students and their families every success as they embrace new opportunities.

Looking ahead, we welcome the challenges and possibilities of the coming year with optimism and excitement. May this Christmas season bring joy and peace to all our families as we prepare for the adventures that await.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal:

At St Joseph's we are committed to strengthening Catholic values and identity.

Intended Outcomes:

- To build the capacity of staff in a contemporary pedagogical approach to the RE curriculum
- Recontextualizing our Catholic tradition and story
- Deepen and enhance the Catholic Social Teachings (CST) at our school

Success Criteria:

- All staff engagement in our accreditation within three years of employment.
- A commitment of ten hours of professional development each year.
- Relevant data tools in demonstrating improvement in Catholic values and identity.
- Catholic Social Teachings are known and articulated by the School community.

Achievements

Staff Accreditation

Four staff members have commenced their accreditation to teach Religious Education and will complete this process in 2025.

Building Capacity in Religious Education

Ongoing collaboration with CES staff and our Catholic Identity Leader has strengthened staff capacity to plan and deliver contemporary Religious Education lessons.

Promoting Catholic Social Teachings

Catholic Social Teachings are prominently displayed throughout the school and classrooms, fostering awareness and understanding within our community.

Professional Development in Religious Education

Staff have engaged in continuous professional learning opportunities, including:

Regular collaboration with the Catholic Education Sandhurst Religious Education Team to enhance planning for teaching and learning in RE.

Deepening knowledge and understanding in key areas such as Prayer, Matthew's Gospel, St Joseph, Recontextualisation, Catholic Social Teachings, and Shared Christian Praxis.

Value Added

- Unit and Whole School Masses were celebrated throughout the year. Whole School Masses included the Beginning of the School Year, the Feast of the Sacred Heart and the end of the year Graduation Mass. Unit Masses were celebrated each term relating to Source of Life (SoL) Units of Work being taught at the time.
- Liturgies were celebrated for Ash Wednesday, St Joseph's Day, Holy Week, ANZAC Day, Mother's Day, Grandparents Day, Remembrance Day and Advent.
- Yr 3 students prepared for and participated in the Sacrament of Reconciliation.
- We supported the local St Vincent De Paul Society by raising funds to support community members with supermarket vouchers during the Winter Appeal and at Christmas time.
- Students participated in a 'Walk for Water' day and Colour Fun Run to support CARITAS and gain further understanding the CST of Solidarity
- Four staff continued their RE Accreditation
- Acknowledging our Patron Saint - St Joseph's, and celebrating feast day and Golden hammer activities.
- Strengthened ties with the parish through shared celebrations and initiatives.
- The Catholic Identity Student Leadership group were actively involved throughout the year in promoting and running our Social Justice initiatives, which included a range of awareness raising learning experiences, solidarity actions, and charitable works and actions.

Learning and Teaching

Goals & Intended Outcomes

Goal:

We will create critical thinkers who are lifelong learners transferring their skills in literacy and numeracy.

Intended Outcomes:

- # To sustain the ongoing growth in literacy learning
- # To improve academic growth and achievement in mathematics for all students
- # To build critical thinking skills to enhance mathematics learning in real-life situations
- # Ensure teachers differentiate to meet the needs of all students in mathematics

Success Criteria:

- # Growth in individual student data in NAPLAN, MAI and PATM & PATR.
- # Targeted teaching and assessment is evident in Work Programs catering for all abilities.
- # A school-based tool is implemented to monitor and track the development of critical thinking skills.

Achievements

Professional Development

Throughout 2025, staff engaged in targeted professional learning to support the implementation of the revised Victorian Curriculum 2.0 framework.

These sessions, supported by Professional Learning Communities (PLCs), dedicated planning time, and Pupil Free Days, allowed teachers to explore the changes and collaboratively develop a Whole School Overview, which guided effective delivery in classrooms.

Speech work, under the guidance of our Speech Pathologist, has been extended to include multiple articulation and language groups.

Continued implementation of a systematic early literacy program for a small group of students that focuses on explicitly teaching phonemic awareness. This is implemented based on the learning needs of the student and in coordination with the Literacy leader and Speech Pathologist.

St Joseph's has a whole school-testing schedule in place to coordinate valid data collection and responsible and timely reporting. We have immediate access to all relevant data using

online data trackers.

Throughout 2025, staff participated in a range of professional development programs to build capacity and align with strategic school and diocesan priorities.

These included:

Initialit: Early years staff completed training to strengthen foundational literacy instruction.

Ochre Education: Staff accessed high-quality instructional resources to support consistent, knowledge-rich curriculum delivery.

Knowledge Society: Professional learning focused on structured literacy practices and enhancing content knowledge across curriculum areas.

StepLab: Teachers engaged in instructional coaching and feedback cycles to refine and improve teaching practice

Revised Source of Life Curriculum: Staff began professional development in preparation for the implementation of the updated Religious Education curriculum, deepening understanding of Catholic Identity and contemporary theology.

Improvements

As we continually strive to improve our procedures to enhance our knowledge of best practices, we reviewed and improved the following procedures:

- # End-of-year handover of students to their new classroom teacher
- # Our assessment schedule to ensure it was relevant and useful to teachers
- # The Moderation process for the National Consistent Collection of Data (NCCD)
- # Student Learning plans - streamlined and consistent

Support

- # Parent Support Groups (PSGs) were held once per term for all students on Individual Learning Plans who required adjustments in their learning environment.
- # We continued to use the MultiLit Program to support a select group of students in their reading.
- # Learning Conversations were held in both Terms 1 and 3, and written reports were provided to families in Terms 2 and 4.

Student Learning Outcomes

2025 NAPLAN Data

NAPLAN data was released on the 8th of August 2025, with comparisons able to be made with State and National data. Our Year 3 data indicated that in Reading 77.1%, Writing 74.2%, Spelling 62.9%, Grammar & Punctuation 60% and in Numeracy 67.6% of students received Strong or Exceeding Expectations results. In Reading, Writing and Numeracy, more St Joseph's students were working at the Strong level when compared to State and National results. Our overall Grade 3 results indicate that Grammar & Punctuation and Spelling are areas to focus on, in addition to extending students who are already working at a Strong level.

Within Grade 5, our data indicated that in Reading, 77.4%, Writing, 74.2%, Grammar & Punctuation, 64.5%, Spelling 87.1% and in Numeracy, 80.6% of students received Strong or Exceeding Expectation results. Similar to the Grade 3 results; these results were favourable when compared to State and National data; however, an area to focus on for St Joseph's is the support for students to move from Developing to Strong and Strong to Exceeding levels of growth.

Additional intervention support was provided for students through the provision of Intervention Teacher and Learning Support Officers. Interventions largely focused on improving students' speech, spelling and reading skills. Enhanced data recording and tracking allowed for targeted learning and teaching strategies.

The Learner Diversity program continued with the recording of goals, adjustments and interventions expanded on student Personalised Learning Plans and the setting, monitoring and reviewing learning goals for all St Joseph's students throughout Learning Conversations.

Proficiency Summary for Year 3

Reading

22.9% of students are 'developing'

51.4% of students are 'strong'

25.7% are 'exceeding'

Writing

25.8% of students are 'developing'

71.0% of students are 'strong'

3.2% are 'exceeding'

Conventions of Language - Spelling

31.4% of students are 'developing'

40.0% of students are 'strong'

22.9% are 'exceeding'

Conventions of Language - Grammar

37.1% of students are 'developing'

54.3% of students are 'strong'

5.7% are 'exceeding'

Numeracy

29.4% of students are 'developing'

58.8% of students are 'strong'

8.8% are 'exceeding'

Proficiency Summary for Year 5

Reading

22.6% of students are 'developing'

64.5% of students are 'strong'

12.9% are 'exceeding'

Writing

19.4% of students are 'developing'

71.0% of students are 'strong'

3.2% are 'exceeding'

Conventions of Language - Spelling

9.7% of students are 'developing'

71.0% of students are 'strong'

16.1% are 'exceeding'

Conventions of Language - Grammar

32.3% of students are 'developing'

64.5% of students are 'strong'

0% are 'exceeding'

Numeracy

19.4% of students are 'developing'

67.7% of students are 'strong'

12.9% are 'exceeding'

All students whose results indicated they needed additional support are receiving suitable adjustments in the classroom to support their learning needs.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	418	60%	421	60%
	Year 5	488	65%	485	60%
Numeracy	Year 3	404	68%	416	74%
	Year 5	498	81%	498	81%
Reading	Year 3	431	77%	428	80%
	Year 5	492	77%	490	77%
Spelling	Year 3	407	63%	423	71%
	Year 5	497	87%	489	77%
Writing	Year 3	420	74%	427	82%
	Year 5	482	74%	487	79%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Goal:

At St Joseph's we are committed to building a resilient and inclusive community supported by research and evidence-based practises.

Intended Outcomes:

- # To enable students to understand themselves and others, recognising and managing emotions through explicit teaching of social and emotional curriculum
- # To build staff capacity in planning, implementing and evaluating social skills programs

Success Criteria:

Monitor and track with an aim to:

- # Improve ACER data in student confidence, student relationships and student safety
- # Increase staff participation in relevant professional development in this area
- # Have evidence of social-emotional capabilities in planning

Achievements

Staff Professional Development

Completed training in CPR, Mandatory Reporting, Asthma Management, and Emergency Procedures.

Engaged in targeted sessions with Classroom Mastery staff for best-practice strategies.

Ongoing professional learning delivered through termly staff briefings focused on positive intervention and wellbeing practices.

Leadership and Wellbeing Initiatives

Principal and Pastoral Wellbeing Officer participated in Knowledge Society Professional Development to strengthen wellbeing leadership.

Behaviour Support Team (BST) to provide structured support for students with behavioural needs.

Wellbeing Team formed, comprising Principal, MHiPs Leader, Pastoral Wellbeing Leader, and Family Liaison Officer, ensuring a coordinated approach to student support.

Student Engagement and Monitoring

Conducted ACER Social and Emotional Wellbeing Survey for students in Grades 3–6 to inform targeted interventions.

Implemented regular monitoring of student behaviour through SIMON, with behaviours framed positively in alignment with the school's three core expectations.

Parent and Community Support

Held termly Parent Support Group meetings for families of students identified as at risk, fostering collaboration and shared strategies.

Maintained consistent communication through newsletters promoting child safety and outlining whole-school wellbeing procedures.

Social Skills and Positive Behaviour Support

Delivered social skills teaching resources and strategies via weekly staff updates and classroom support materials.

Student PBIS Team actively promoted school-wide expectations through assemblies, videos, and initiatives that enhance student voice and leadership in wellbeing.

Value Added

Big Sister Project

Leadership and mentoring program for Grade 5/6 girls, fostering confidence, resilience, and peer support.

Celebration of Community and Inclusion

School-wide recognition of key events such as Harmony Day and R U OK? Day, reinforcing diversity, empathy, and mental health awareness.

Buddy Program

Grade 5 students partnered with Foundation students to support a smooth transition into school life and build positive relationships.

Fortnightly Assemblies

Celebrated student achievements and highlighted the Wellbeing Focus of the Week, embedding wellbeing into the school culture.

Community Engagement Events

Hosted Mother's Day and Father's Day breakfasts to strengthen family-school partnerships and foster a sense of belonging.

Food Tree Initiative

Established a resource for families experiencing hardship, promoting care and community support within the school.

Enhanced Home-School Communication

Prioritized accessible communication through multiple channels, including online newsletters and the Parent Access Module (PAM) for permissions and updates.

Student Satisfaction

All Year 3-6 students were surveyed in 2025, data collated from CEO ORIMA Student Surveys showed the following in relation to Student Satisfaction:

Rigorous Expectation: 'How much students feel their teachers hold them to high expectations' is consistent with CES average of 72%.

Teacher-student relationships: This is rated at 71%, higher than the CES average of 69% by students as seen in the 'strength of the social connection between teachers and students, within and beyond the school'.

School Belonging: 'How much students feel they are valued members of the community' is rated high at 65% compared to the CES average of 64%.

Student Voice: This is rated by students is consistent with the CES average at 49%. Our students indicate that they would like more opportunities to be heard regarding school climate and improvement.

Students Safety: Rated 27% by students, their 'Perception of student physical and psychological safety while at school' was marginally lower than the CES average of 34%. This concerns staff and needs to be investigated further.

School engagement: 'How attentive and invested students are in school' is rated 40% compared to the CES average of 41%

Student Attendance

Classroom teachers are responsible for recording student attendance twice daily, including during school excursions, and reporting any absences. At St Joseph’s Primary School, attendance is marked using SIMON at the beginning of the school day (9:00 am) and after lunch (2:15 pm).

If a student is absent without prior notification from a parent, guardian, or carer, the school will initiate contact via SMS, phone call, or SIMON. Teachers follow up on unexplained absences to ensure timely communication.

Parents, guardians, or carers are expected to respond promptly on the same day of the absence. If direct contact cannot be established due to incorrect details, the school will attempt to reach an emergency contact listed on the student’s file. All reasons provided for absences are documented. Absences deemed reasonable will be recorded as ‘approved.’ Where no valid explanation is provided, the absence will be marked as ‘unexplained’ or ‘parent choice unauthorised,’ and families will be notified accordingly.

For students with ongoing unexplained absences, the classroom teacher will engage the Pastoral Wellbeing Team to implement support strategies. This may include meetings with parents to develop an attendance plan and, where necessary, seeking assistance from Catholic Education Sandhurst Limited.

Average Student Attendance Rate by Year Level	
Y01	92.85
Y02	90.71
Y03	89.7
Y04	92.41
Y05	91.97
Y06	88.71
Overall average attendance	91.06

Leadership

Goals & Intended Outcomes

Goal:

We are committed to student growth and academic achievement through capacity building of staff.

Intended Outcomes:

- # All Staff develop a professional learning plan aligned with the strategic plan with a focus on mentoring and feedback.
- # To ensure all planning documents are consistent with an emphasis on targeted teaching assessment practices and differentiation.
- # A staff professional development plan with a focus on pedagogical practices in RE, Critical Thinking skills in Mathematics and Social Emotional Capabilities.

Key Success Criteria:

- # Leadership team highly skilled in mentoring staff with their professional learning plans.
- # Evidence of improved growth in PAT- M, PAT-R, ACER, NAPLAN, ECSI for all students.

Achievements

Leadership Structure St Joseph's: In 2025, St Joseph's consolidated and enhanced its leadership framework to ensure effective governance and continuous school improvement.

Leadership Team: Comprising the Principal, Deputy Principal/Religious Education Coordinator (REC), Pastoral Wellbeing Leader, and Learning & Teaching Leader. Focused on strategic oversight of school improvement initiatives, with ongoing formation as a key driver of team success.

Professional Learning Team: All teaching staff engaged in regular collaborative meetings to share best practices and monitor student progress. .

Learning & Teaching Team: Established to lead and coordinate professional learning opportunities for staff, ensuring alignment with school priorities.

Positions of Responsibility: Allocated based on identified areas of need, with staffing and resources prioritized in accordance with the annual action plan.

Unit Leaders Team: Met regularly to oversee planning, curriculum delivery, and coordination of school events.

School Advisory Council: Provided governance oversight and strategic input into school improvement processes.

Parents and Friends Association: Continued to strengthen community engagement through social events and fundraising initiatives.

#Student Leadership:All Year 6 students participated in structured leadership development activities.

Opportunities to apply for senior leadership roles, including School Leaders, Technology Leaders, Sports Leaders, PBIS Leaders, and Fire Carrier Leaders, promoting student voice and responsibility.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
<p>All Staff are expected and encouraged to participate in professional development activity to ensure life-long learning.</p> <p>In 2025 the staff of St Joseph's participated in;</p> <p>Magnify Professional Development: Initalit, Ochre, MiniLit Learning & Teaching Network Fire Carriers Network Days Pastoral Well-being Deputy Principals Network Catholic Identity Network Days Catholic Identity Principal Network Meetings Budgeting Workshops Child Safe Briefings/Workshops OH&S Training Critical Incident Training Senior Child Safeguarding Training StepLab Coaching AFS workshops ICON development training Level Two First aid Students with Disabilities FBT workshops Simon Computing system Coaching & Mentoring LOTE workshops Middle leadership PD – CDLP CESL Aedificare Leadership Program</p>	
Number of teachers who participated in PL in 2025	35
Average expenditure per teacher for PL	\$920.00

Teacher Satisfaction

Recent data collated from CEO ORIMA Staff Surveys, showed the following in relation to Staff Satisfaction:

School Leadership: Staff feel very confident in the leadership of the school, as 'Perceptions of the school leadership's effectiveness' is rated very high at 78% against the 59% CES Average.

Staff Leadership relationships: Leaders at the school pride themselves on establishing trusting and supportive relationships with staff members. The 'Perceptions of the quality of relationships between staff and members of the leadership team' is rated highly at 93% by staff, above the 84% CES average.

Instructional Leadership: We are all responsible for the growth of each child in our school. Staff work together to ensure that every child has the opportunity to learn. The 'extent to which the school leaders set the conditions for improving teaching and learning at the school' is 67% by teachers, against the 55% CES Average.

Collaboration around an improvement strategy: All staff had the opportunity to collaborate. The teachers' Perceptions of the coherence of the schools improvement strategy is rated in the 57th percentile, consistent with the CES average of 59%.

Support for Teams: The leadership team ensures the teachers have access to the latest thinking, quality resources and time to ensure effective learning and teaching, The teachers' perception of how well the school leadership sets the conditions for teams to collaborate effectively is extremely high at 86%, well above the 69% CES average.

Teacher Qualifications	
Doctorate	0
Masters	0
Graduate	1
Graduate Certificate	0
Bachelor Degree	17
Advanced Diploma	2
No Qualifications Listed	6

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	21
Teaching Staff (FTE)	18.8
Non-Teaching Staff (Headcount)	15
Non-Teaching Staff (FTE)	8.57
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal:

To build on our sense of responsibility, awareness and accountability for the resources within our school.

Intended Outcomes:

- # Continue to implement Child Safety Policies and procedures.
- # Allocate our resources to bring about positive learning situations.
- # Build on our knowledge of how to differentiate the curriculum to improve student learning.
- # To be strategic with the long-term planning for the financial status of the school.
- # Create a culture of high expectations across the school for all staff and students.

Success Criteria:

- # Increased participation and engagement in the school under the Community Engagement Plan

Achievements

St Joseph's has an incredibly strong school community. St Joseph's is committed to ensuring every family an affordable and quality education. When we budget each year, we ensure that fees are set at a manageable rate and the school is well-resourced.

The following achievements were evident at St Joseph's in 2025:

Enhanced Resourcing for Learning

Maintained a highly resourced curriculum across all learning areas, ensuring materials and tools catered to individual student needs and diverse learning styles.

Parents and Friends Association

Actively collaborated on school improvement initiatives, social events, and fundraising activities to strengthen community involvement.

School Advisory Council

Established and active and pro-active School Advisory Council who oversee school Governance.

Family Engagement

Organized and hosted a range of family social events, fostering strong connections between school and home.

Professional Collaboration

Principal and Administration Officer regularly engaged with Catholic Education Office personnel and peers to deepen expertise in finance and administration.

Financial Stewardship

Implemented a strategic approach to fee collection, including recovery of outstanding fees from former families through a CES-approved collection agency.

Family Liaison Officer Initiatives

Supported staff, students, and families in embedding the Positive Behaviours Intervention and Support (PBIS) framework.

Contributed regularly to the school newsletter to enhance communication and community awareness.

Coordinated care packages and meals for families in need, reinforcing the school's commitment to wellbeing.

Facilitated referrals to external agencies for additional family support.

Provided individual student support to ensure holistic care and engagement.

Parent Satisfaction

Recent data collated from CEO ORIMA Community Surveys showed the following in relation to Community Satisfaction:

Family Engagement: The community has indicated that they would like to become more involved in their child's learning and the life of the school, rating 'The degree to which families are partners with their child's school' at the 48th percentile, slightly below the CES average of 50%.

Barriers to Engagement: The community is relatively comfortable with the 'Factors that can hinder a family's interaction or involvement with their child's school' rating this at 65%, below the CES average of 69%.

Student Safety: Perceptions of students' physical and psychological safety while at school is 74%, above the CES 69% average.

School Climate: Families' perceptions of the social and learning climate of the school is rated at 85%, higher than the 84% CES average.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.sjquarryhill.catholic.edu.au