

2024

Annual Report to the School Community



St Joseph's School

Nolan Street, KERANG 3579

Principal: Justin Colville

Web: www.sjkerang.catholic.edu.au

Registration: 955, E Number: E3026

Principal's Attestation

I, Justin Colville, 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 2023 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 13 May 2025

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 2024, “Behold I Make all Things New,” invited us to reimagine possibilities to enliven our ministry in Catholic education in innovative and creative ways. The theme challenged us to ensure our educational enterprises were clearly focussed on every student, every teacher, every school, every day.

In 2024, the recognition that Catholic Education Sandhurst Limited (CESL) is a multi-school system found expression in our commitment to streamlined governance responsibilities and enhanced support for our learning centres. This approach allows for unified policies, consistent standards, and centralised support, while still catering to the unique needs of each individual learning centre.

To align the work of Catholic Education Sandhurst Ltd with the CESL Strategic Plan 2023-2027, three “Guiding Lights” have been identified that will shape the work of the organization for the next three years:

- **Authentically Sandhurst Catholic Education**
Recognizing our rich diocesan relationships and commitment to spiritual formation, Sandhurst Catholic Education is living the missionary call to respond to the needs of our young people and our world with an ongoing and Gospel infused process of encounter, deep listening, discernment and courageous action.
- **Outstanding Learner Growth**
Together, across the system, we will invest in educational and allied staff capabilities so that irrespective of personal circumstances, every young person in every school will have access to an equitable, sound, engaging and responsive learning program.
- **Solidarity and Subsidiarity**
Through our commitment to solidarity, in each of our learning centres, our young people have the same opportunity to flourish and grow. Our collective strength will be used for the benefit and growth of all parts of the organisation.

At the same time, subsidiarity allows entities to bloom and thrive under clear parameters, knowing in which circumstances decisions are to be made at the lowest level possible, or the highest level necessary.

In line with these three Guiding Lights and the recognition that CESL is both an evangelizing and educative entity, 2024 saw the groundwork established for Magnify Sandhurst, a transformative learning and teaching program to be rolled out to our 51 Catholic schools across the Sandhurst Diocese. This new learning and teaching program aims to significantly

enhance the learning experience for students and provide teachers with the tools they need to deliver an evidence-based curriculum that boosts student outcomes.

With the support of world-class educational partners such as Steplab, Knowledge Society, MultiLit, and Ochre Education, Magnify Sandhurst is an investment in the future of every child in all 51 schools. With the mantra, 'Every student, every teacher, every school, every day', the program is designed to create a learning environment that challenges and supports students, helping them reach their full potential.

I am extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2024 of our school staff and Catholic Education Sandhurst Office personnel; they continue to work tirelessly for the students and families in our schools and are true bearers of the Mission to which they have been called.

Kate Fogarty

Executive Director, Catholic Education Sandhurst Limited

Vision and Mission

Identity Statement

St. Joseph's school community provides Catholic Education through which God is glorified in all things.

Vision Statement

At St. Joseph's we believe we are:

- * A school community who celebrates our Catholic Traditions, names Jesus Christ and promotes Gospel values as a framework for participation in society.
- * A school community where respect for self, others and environment is nurtured in partnership with all community members.
- * A school community that strives to educate and challenge the whole child to reach their full potential and become lifelong learners.
- * A school community that challenges all children by planning and facilitating enriching curriculum experiences to prepare them to be responsible local and global citizens.
- * A school community committed to social justice including learning about Aboriginal Australia and actively working for Reconciliation.

School Overview

The Good Samaritan Sisters began teaching in Kerang in 1912. The Most Rev. Stephen Revile D.D.O.S.A. Bishop of Bendigo laid the foundation stone of St. Joseph's School Kerang on March 3rd 1912. Local reports say that approximately 60 scholars started at the school on Wednesday 2nd October 1912. The Sisters remained in charge of the school until the first lay Principal was appointed in 1980.

The school has a strong history of proactive involvement of parents and parishioners from attending to ongoing maintenance through to school governance. The St. Joseph's School Board was one of the first School Board's to be formed and today the School Advisory Council (formerly School Board) is heavily involved in all areas of School Improvement.

We are proud of the origins of the school and strive to maintain the traditions of old and remain a progressive and proactive educational community. We enjoy a high level of parental involvement in the school and continually seek new ways to engage our community.

Principal's Report

As we present our 2024 Annual Report, we take great pride in the achievements of the past year. The ongoing dedication of our parents, caregivers, staff, and students has enabled us to remain true to our motto: ensuring learning for all. Our commitment to improving outcomes for every student remains central to our mission. This goal is pursued through strong collaboration within our community, recognising that each member plays an essential role in supporting student learning and success.

At St Joseph's, we celebrated several Masses and Liturgies throughout the year, with special highlights including our beginning and end-of-year gatherings. Significant occasions such as St Joseph's Feast Day, St Patrick's Feast Day, and the Sacraments of Reconciliation, Confirmation, and Eucharist—led by Bishop Shane Mackinlay—were meaningful moments in our spiritual journey. We were also pleased to welcome Fr. Boniface to our school community. He was warmly received and took great joy in visiting our students and celebrating Mass with them.

Our staff have continued to deepen their understanding of what it means to be a Professional Learning Community (PLC), with a strong emphasis on the three foundational concepts that define a PLC school:

1. A focus on learning
2. A collaborative culture with shared responsibility
3. A results-driven approach

This ongoing development reflects our collective commitment to fostering a culture that supports continuous improvement and student success.

I need to acknowledge and thank our students for their hard work and dedication throughout the year. It has been wonderful to experience the consistency of teaching and learning, and to witness the many opportunities that our students not only embraced but made the most of. It is always rewarding to see students fully engaged in their learning while also enjoying the journey. Your efforts have truly been noticed and appreciated.

The dedicated staff at St Joseph's have consistently demonstrated the values of our school, working tirelessly to support our students, families, and one another throughout 2024. I am incredibly proud of all they have achieved and deeply grateful for the support they have shown me in my role as principal.

As in many aspects of life, both individually and collectively, some of the most valuable learning occurs during times of challenge. At St Joseph's, our staff remain committed to

supporting every student's educational needs through a multi-tiered system of support that addresses both academic progress and positive behaviour.

In closing, I extend my heartfelt gratitude to each of you for your unwavering support of the students, families, and staff at St Joseph's throughout 2024. Together, we navigated challenges and celebrated many achievements—not only with our students, but also with the broader community. These shared experiences culminated in a memorable end-of-year Mass and the graduation of our Year 6 students as they concluded their primary school journey.

I look forward to 2025 with hope and optimism, confident that it will bring even greater success and meaningful celebrations for St Joseph's. We are excited about the implementation of Magnify as a systematic approach to further enhance our students' learning. In addition to this, we will continue to strengthen connections and create lasting memories, we remain focused on enriching the educational experience for our students and the wider school community.

Catholic Identity and Mission

Goals & Intended Outcomes

* Build capacity of staff in contemporary pedagogical approach to teaching the RE curriculum, that is the 'Source of Life'.

* Continue to recognise and develop our connection with the heritage created by the Good Samaritan Sisters who first established St Joseph's School in 1912

Achievements

* Engaged CES RE Staff to support classroom teachers in the development and planning of RE Curriculum units of work.

* Engaged staff in professional learning opportunities that identify the effective use of contemporary pedagogical approaches in the teaching of RE.

* Built capacity of staff in contemporary pedagogical approach to RE curriculum.

Value Added

1. Collaborative planning sessions for Religious Education units, integrating both REL classroom teachers and CES RE staff, working as a cohesive team.

2. Professional Learning Team Meetings dedicated to enhancing RE expertise, led and supported by CES RE staff.

3. Outdoor School Masses commencing and concluding the academic year to accommodate maximum family participation.

4. Scheduled class visits to the church for Parish Mass experiences.

5. Strengthened ties with the Parish community, observed through commemorations of St. Patrick's & St. Joseph's Feast Days, with our class masses serving as the parish's focal point when conducted in classrooms on Fridays for part of the year.

6. Embraced the Good Sam heritage through the annual Good Sam Cup, involving St. Mary's Cohuna & St. Patrick's Pyramid Hill in the festivities

Learning and Teaching

Goals & Intended Outcomes

- * To teach and learn collaboratively as PLC's
- * Enhance student achievement in Reading, Writing and Numeracy
- * Set a target for 80% or more of students to achieve a Stanine score of 5 or higher in both PAT Maths (PAT M) and PAT Reading (PAT R).

Achievements

- * Continued to develop the knowledge and understanding of PLC's.
- * Worked collaboratively in teams to assess and enhance learning cycles focused on the key components of the Victorian Curriculum.
- * Assessed and reflected on teaching practices in Reading, Writing, and Mathematics, utilising classroom-based assessment data to recognise and showcase effective strategies used across our classrooms.
- * Developed collective commitments for teaching Writing & Mathematics across the school.
- * Supported teachers with the development and implementation of FBI's and OPSP's
- * St Joseph's continued to implement the Respectful Relationships Program.
- * Implemented Seasons for Growth as an active approach to supporting inclusion, diversity, behaviour education, and the understanding of grief.

Student Learning Outcomes

Through reviewing our NAPLAN data we have continued to set high expectations to support student learning and growth.

When reviewing the data we found that students in Year 5 had made growth from the 2023 data, close to range for students with similar backgrounds.

Students performance in both spelling and grammar have been identified as an area to further develop for our school.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	401	48%
	Year 5	472	63%
Numeracy	Year 3	407	71%
	Year 5	479	79%
Reading	Year 3	391	76%
	Year 5	473	79%
Spelling	Year 3	393	48%
	Year 5	464	58%
Writing	Year 3	433	86%
	Year 5	486	74%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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

Continuously review and develop St Joseph's School Wide Positive Behaviour Support framework through an ongoing cycle of inquiry.

Achievements

1. Regularly reviewing and aiming to improve our School's Positive Behaviour Framework with a focus on our three school values; Respect for Self, Respect for Others, Respect for Environment.
2. Continue to use 'brain breaks' to enhance student engagement and productivity during extended periods of learning.
3. Continue to develop lunchtime activities, including a variety of options such as gardening, sports, woodshed, arts providing a range of activities for students to engage with during the extended break period.
4. Whole school assemblies, facilitated by students, celebrating Positive Behaviours in Schools.
5. Behaviour monitoring on SIMON
6. Morning check-ins providing additional support to students who may struggle arriving at school or check-ins for those who find it difficult to manage different or changes to learning environments.

Value Added

1. Continued support for the formation of a Positive Behaviour in Schools team, comprising individuals from various roles, including senior leadership, classroom teaching, and education support staff.

2. Termly meetings with student representatives to discuss and identify concerns related to playground behaviour.
3. Personalised check-ins designed to support students.
4. Development of yard duty roster to monitor/track students with highly diverse needs.
5. Allocation of additional resources, with the employment of more learning support officers to cater for the diverse needs in the classrooms and yard.

Student Satisfaction

Through data collection surveys we have been able to identify some key indicators that relate to student wellbeing as indicated below:

Student Responses:

- * Teacher - Student relationships: CES average 54%, St Joseph's 70%
- * School Belonging: CES average 53%, St Joseph's 69%
- * Teacher student relationships: CES average 54%, St Joseph's 70%
- * Student Safety: CES average 29%, St Joseph's 36%
- * Student Voice: CES average 43%, St Joseph's 53%

Family Responses:

- * School Climate: CES average 78%, St Joseph's 86%
- * Student Safety: CES average 64%, St Joseph's 82%

The results from a family perspective paint a picture for how our families perceive the work that is done at St Joseph's to ensure that our students feel safe and happy in their learning environment. The student responses, although all around the mark of the CES average, are lower than we would be aiming for, particularly in the area of student safety, which reflects the student's perception of their physical and psychological safety while at school.

Student Attendance

St Joseph's monitors student attendance twice daily using the SIMON system. Daily absences are followed up with an SMS notification sent to parents or carers. If a student is

absent for three consecutive days without explanation, the school initiates a follow-up phone call.

Throughout the year, the importance of regular attendance is reinforced through posters displayed around the school and notices included in the school newsletter, emphasising that every day counts in a child's education. Attendance records are also included in student school reports.

Average Student Attendance Rate by Year Level	
Y01	91.9
Y02	91.1
Y03	89.3
Y04	88.8
Y05	88.8
Y06	88.5
Overall average attendance	89.8

Leadership

Goals & Intended Outcomes

To continue to develop a Professional Learning Community to ensure collaboration between staff as they teacher essential learnings from the Victorian Curriculum within the context of learning cycles.

To continue to develop a multi-tiered system of support for all learners, such as response to intervention.

Achievements

- * Maintained a timetable that provided teachers with collaborative time that is part of the working day.
- * Collaborative meetings are held in accordance with established team norms and meeting agendas.
- * Meeting agendas are developed with a focus on key elements of PLC.
- * Staff use data to identify students who require adjustments and further support that fall into the multi-tiered system of support. (both academic and behavioural concerns).

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
Religious Education Accreditation NCCD Moderation AUSLAN training First Aid/CPR updates MHiPS course Writing PL with staff SpellEx training InitiaLit, including (MiniLit & MacqLit) Autism Workshop PE workshop Reading Tutor Program UTB Training Wellbeing training - Functional Based Behaviours, Restraint & Seclusion Religious Education Planning & Teaching strategies with CES staff member 4CA Training Assurance & Compliance training Admin specific PL days for finance, budgets, etc. CESL Religious Education - Blessed, Broken, Shared Principal attended leadership gatherings	
Number of teachers who participated in PL in 2024	14
Average expenditure per teacher for PL	\$1746.00

Teacher Satisfaction

The level of teacher satisfaction can be identified via survey results, as stated below.

1. Staff Leadership relations: CES average 81%, St Joseph's 98%
2. Instructional Leadership: CES average 52%, St Joseph's 74%
3. School Leadership: CES average 58%, St Joseph's 86%
4. Collaboration around an improvement strategy: CES average 60%, St Joseph's 83%
5. Support of teams: CES average 68%, St Joseph's 100%

Teacher Qualifications	
Doctorate	0
Masters	0
Graduate	1
Graduate Certificate	0
Bachelor Degree	3
Advanced Diploma	1
No Qualifications Listed	10

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	13
Teaching Staff (FTE)	10.67
Non-Teaching Staff (Headcount)	15
Non-Teaching Staff (FTE)	10.27
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

To build strong relationships with parents, families and the broader community.

Achievements

In 2024, St. Joseph's School remained committed to involving our parents, families, and the broader community in traditional school events, alongside introducing new activities specifically aimed at increasing the school's profile within the local area.

- * St Joseph's School Fete
- * Sporting events - Swimming, Cross Country, Athletics, Winter & Summer Sports
- * Eucharist Celebrations - Beginning & End of Year Mass
- * Kerang Book Parade
- * Mother's & Father's Day Breakfasts
- * Grandparents Day
- * Good Samaritan Cup - in conjunction with St Mary's Cohuna & St Patrick's Pyramid Hill
- * Flying into Foundation
- * Family Trivia night

Parent Satisfaction

The following feedback was gathered from parents and families via online surveys:

1. Family Engagement: CES Average - 45%, St Joseph's - 42%
2. Barriers to Engagement (Positive): CES Average - 68%, St Joseph's - 62%

3. School Fit: CES Average - 73%, St Joseph's - 90%

4. School Climate: CES Average - 78%, St Joseph's - 86%

The above data paints a relatively positive outlook in relation to parent satisfaction of St Joseph's with most components of the survey reflecting %'s above or similar the diocesan average. Therefore, the school should be very proud of its efforts and continue to strive for excellency in this space. It also seems that as a diocese and a school there is an ongoing challenge to engage our families as less than half report satisfaction in relation to family engagement.

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.sjkerang.catholic.edu.au