

2025

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 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 01 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 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 student enrolment at the February census in 2025 was 145.

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 2025 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 were meaningful moments in our spiritual journey. We were also pleased to welcome Fr. Arun 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 through a variety of Professional Learning in a variety of areas throughout the year to broaden their knowledge and improve their practice, thus improving student outcome. Staff have embraced Knowledge Society to implement school routine and StepLab as a model for instructional coaching. This ongoing development reflects our collective commitment to fostering a culture that supports continuous improvement and student success.

I would like 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 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 2025. 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 2025. Together, we navigated challenges and celebrated many achievements, not only with our students, but as a staff and 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 2026 with hope and optimism, confident that it will bring even greater success and meaningful celebrations for St Joseph's. We are excited about the continued 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 as we remain focused on enriching the educational experience for our students and the wider school community.

Catholic Identity and Mission

Goals & Intended Outcomes

- * 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
- * Build capacity of staff in contemporary pedagogical approach to teaching the RE curriculum
- * Develop a coherent, sequenced plan for RE curriculum delivery that ensures consistent teaching and learning expectations, that have been refined collaboratively to provide a shared vision for RE curriculum practice.

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.
- * Project Compassion - CARITAS fundraising and activities
- * Sacraments celebrated for students
- * Reconciliation, Eucharist and Confirmation programs partnered with Parish
- * Prayer celebrating important days in the liturgical calendar.

Value Added

1. Regular engagement with CESL staff to deepen knowledge of teaching Religious Education.
2. Outdoor School Masses commencing and concluding the academic year to accommodate maximum family participation.
3. Scheduled class visits to the church for Parish Mass experiences.

4. 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.

5. Whole school Spirituality Days celebrating with neighbouring school St Mary's Primary School, Cohuna.

Learning and Teaching

Goals & Intended Outcomes

- * Develop staff capacity through Magnify professional learning to ensure all students are appropriately challenged and extended through targeted learning activities and effective pedagogical practices that cater for the needs of every learner.
- * The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining a Professional Learning for teachers.

Achievements

- * Worked collaboratively in teams to assess/review the Victorian Curriculum.
- * Implementaion of InitialLit in F-2
- * Implementation of Ochre Literacy 3-6
- * Implementation of Ochre Maths F-6
- * Intervention programs based of data collected - MiniLit & MacqLit
- * Implementation of Knowledge Society/Classroom Mastery - routines to create calmer classrooms
- * PL on Instructional Model
- * Science of Learning awareness for staff
- * Commenced implementation of StepLab as a platform for instructional coaching to support classroom teachers to improve practice (Coaching/Peer Observations)
- * Supported teachers with the development and implementation of FBI's and OPSP's
- * St Joseph's continued to implement the Respectful Relationships Program.
- * Seasons for Growth is used as an active approach to supporting inclusion, diversity, behaviour education, and the understanding of grief.
- * Teacher identify learning goals when planning for their students
- * Development of PLP, SAEP's to support student learning - adjustments to their learning

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 our students in Year 5 had growth in proficiency from the 2023 data, particularly in Writing and Numeracy. Reading, very similar results to the students with the same starting score and similar background. Our Year 3 cohort demonstrated strength in Writing.

Students performance in both Grammar & Spelling have been identified as an area to further develop for our school.

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	431	64%	416	56%
	Year 5	509	57%	491	60%
Numeracy	Year 3	400	57%	404	64%
	Year 5	470	57%	475	68%
Reading	Year 3	431	64%	411	70%
	Year 5	492	64%	483	72%
Spelling	Year 3	415	64%	404	56%
	Year 5	490	71%	477	65%
Writing	Year 3	433	79%	433	83%
	Year 5	477	57%	482	66%

*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

To continuously strengthen student wellbeing at St Joseph's through the ongoing review and development of our School Wide Positive Behaviour Support framework using a cycle of inquiry and improvement.

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.
7. Introduction of our new Sensory Room to allow a space for student regulation and wellbeing sessions.

Value Added

1. Continued support from staff with PBiS and our reward system
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 69%, St Joseph's 63%
- * School Belonging: CES average 64%, St Joseph's 62%
- * Rigorous expectations: CES average 72%, St Joseph's 70%
- * Student Safety: CES average 34%, St Joseph's 34%
- * Student Voice: CES average 52%, St Joseph's 47%

Family Responses:

- * School Climate: CES average 84%, St Joseph's 96%
- * Student Safety: CES average 69%, St Joseph's 86%

Survey data collected from students and families has provided valuable insight into student wellbeing at St Joseph's. Family responses reflected very positive perceptions of the school, particularly in the areas of School Climate (96%) and Student Safety (86%), highlighting the strong confidence families have in the supportive and caring environment provided at St Joseph's. Student responses were generally around the CES average across most areas; however, results in Teacher-Student Relationships, School Belonging, Student Voice, and

particularly Student Safety indicate areas for continued focus as we work to further strengthen students' sense of connection, wellbeing, and psychological safety at school.

Student Attendance

St Joseph's monitors student attendance twice daily through the SIMON system to ensure accurate and timely tracking of student absences. Parents and carers receive an SMS notification for daily unexplained absences, and if a student is absent for three consecutive days without explanation, the school follows up with a phone call.

Throughout the year, the importance of regular school attendance is promoted through newsletters, posters displayed around the school, and the inclusion of attendance data in student reports, reinforcing the message that every day of learning matters.

Average Student Attendance Rate by Year Level	
Y01	91.94
Y02	91.13
Y03	89.33
Y04	88.82
Y05	88.84
Y06	88.48
Overall average attendance	89.76

Leadership

Goals & Intended Outcomes

To continue to develop a Professional Learning Community that ensures collaboration between staff through the implementation of Magnify with high expectation of our learners.

Achievements

- * Maintained a timetable that provided teachers with collaborative time that is part of the working day.
- * Meetings are held in accordance with established team norms and meeting agendas.
- * Regular professional learning opportunities are offered
- * 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).
- * Staff use data to identify students for interventions, such as MiniLit & MacqLit.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
Magnify Sandhurst Launch StepLab Training Classroom Mastery Training Science of Learning PL - Dr Jared Cooney-Horvath Religious Education Accreditation Protect/Childsafe Training Safe Guarding Officer Training NCCD Moderation First Aid/CPR updates MHiPS course SpellEx training InitialLit, including (MiniLit & MacqLit) PE workshop 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 2025	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 relationships: CES average 84%, St Joseph's 92%
2. Instructional Leadership: CES average 55%, St Joseph's 63%
3. School Leadership: CES average 59%, St Joseph's 81%
4. School Climate: CES average 72%, St Joseph's 89%
5. Collaboration in teams: CES average 69%, St Joseph's 79%
- 6 . Collective efficacy: CES average 71%, St Joseph's 85%
7. Feedback: CEs average 39%, St Joseph's 34%

Teacher survey results indicated strong levels of staff satisfaction across many areas of school culture and leadership at St Joseph's. The school achieved results above the CES average in Staff Leadership Relationships, Instructional Leadership, School Leadership, School Climate, Collaboration in Teams, and Collective Efficacy, highlighting a positive and collaborative working environment. Feedback was the an area below the CES average, providing an opportunity for continued reflection and growth in strengthening feedback processes and practices at St Joseph's.

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

Staff Composition	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	15
Teaching Staff (FTE)	11.25
Non-Teaching Staff (Headcount)	15
Non-Teaching Staff (FTE)	9.19
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

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

Achievements

In 2025, 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 Annual Book Parade
- * Mother's & Father's Day Breakfasts
- * Grandparents Day
- * Flying into Foundation
- * Family Night, including a kids disco and music entertainment for adults

Parent Satisfaction

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

1. Family Engagement: CES Average - 50%, St Joseph's - 60%
2. Student Safety: CES Average - 69%, St Joseph's - 86%
3. School Fit: CES Average - 76%, St Joseph's - 90%
4. School Climate: CES Average - 84%, St Joseph's - 96%

5. Communication: CES Average - 74%, St Joseph's - 91%

Data gathered from parents and families through online surveys reflected very positive perceptions of St Joseph's across all measured areas. St Joseph's achieved results above the CES average in the above categories, particularly in Student Safety (86%), School Fit (90%), School Climate (96%), and Communication (91%). These results highlight the strong partnerships between school and home, as well as the supportive, inclusive, and welcoming environment experienced by our families.

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