



# 2025

## Annual Report to the School Community



### St Joseph's School

16 Tocumwal Road, NUMURKAH 3636

Principal: Ruth Hartnett-Carr

Web: [www.sjnumurkah.catholic.edu.au](http://www.sjnumurkah.catholic.edu.au)

Registration: 525, E Number: E3015

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## Principal's Attestation

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I, Ruth Hartnett-Carr, 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

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## About this report

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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](#).

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## Governing Authority Report

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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*

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## Vision and Mission

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### Our Vision

St Joseph's Numurkah is passionate about education inspired by the vision and ideals of St Mary MacKillop.

At St Joseph's we believe .....

- "Never seeing a need without doing something about it" (St Mary of the Cross MacKillop)
- In providing a culture rich in Catholic Tradition and Faith where children will be inspired to live the Gospel Values of Jesus
- In offering a relevant curriculum that engages all children and challenges them to reach their full potential
- That the School Community nurtures the development of the whole child
- Our school is built on respect and an appreciation of individual difference

Because we believe firmly in our Vision Statements we are committed to:

- Celebrating the life and story of St Mary of the Cross MacKillop.
- Celebrating the life and values of Jesus through the Gospel.
- Implementing a challenging, creative and supportive curriculum that caters for all students.
- Providing programs and support that meet the individual needs of all students (social, emotional, educational, psychological, spiritual, physical and behavioural).
- Working to ensure an environment of mutual respect between all school community members.

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## School Overview

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St Joseph's Primary School has served our community for over 125 years after being opened in 1890 by St Mary of the Cross MacKillop. The school has grown and developed in striving to meet the needs of all the students and families that it has served over this time. The student enrolment at the August census in 2025 was 248.

St Joseph's has undergone many changes and has recently experienced a period of strong growth and expansion. Today we have magnificent facilities that provide the best possible learning environment for our children.

Our challenge is to adapt and work to provide an education that will best prepare our children to be confident and contributing members of modern society.

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## Principal's Report

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It is with great pleasure that I present the Principal's Report for 2025. Throughout the year, St Joseph's School Numurkah has continued to flourish as a vibrant, inclusive, and faith-filled learning community. We remain committed to providing a stable and welcoming environment in which every child is supported to live and learn in safety, security, and wellbeing. As we reflect on the year, we do so with a strong sense of pride in the sustained growth and achievements evident across all aspects of school life.

Teaching and learning remain central to our mission. Our classrooms continue to function as purposeful and engaging learning environments, with staff committed to maximising the potential of open and flexible learning spaces. These spaces support collaborative, creative, and team-based approaches that enable us to challenge and engage every learner. Through shared responsibility and collegial practice, staff work together to ensure high-quality learning experiences that meet the diverse needs of our students.

I acknowledge with gratitude the leadership of Paul Arnel, Dom Izzard and the Staff Leadership Team for their ongoing commitment and professional leadership. Their work continues to provide clarity of direction and ensures a strong focus on school culture, teaching and learning, and the promotion of our Catholic identity.

The introduction of the CESL Magnify Project has provided an important opportunity for reflection, growth, and improvement. While the Project has required thoughtful change and adaptation, ongoing analysis of student achievement data, including NAPLAN results, affirms the effectiveness of our pedagogical approach. St Joseph's is recognised within the Sandhurst Diocese as a high performing school and continues to be acknowledged as such and we are frequently cited as an example of effective practice.

Our enrolment of a high proportion of students with neurodivergence reflects our strong commitment to inclusive education and to meeting the individual learning needs of every child. This commitment is further demonstrated through our provision of a broad and balanced curriculum, supported by specialist programs in Art, Library, LOTE, Physical Education, and Music. We believe that exposure to a wide range of learning areas is essential for supporting students' intellectual, creative, physical, and social development.

At St Joseph's, students are encouraged to embrace a culture founded on respect, acceptance, diversity and inclusion, while striving to achieve their personal best. Our aim is to nurture confident, capable, and compassionate graduates who are well prepared for future learning and life. Inspired by the words of St Mary MacKillop, "Never see a need without doing something about it," we encourage students to develop a positive attitude, demonstrate empathy and awareness of others, and take meaningful action in response to need.

These principles are articulated through our Triple A Values, which underpin our social skills programs and behaviour support practices. I am proud of the calm, respectful, and inclusive environment that characterises our school. In particular, we take great pride in the care, professionalism, and compassion shown in supporting students with additional learning needs, ensuring they are valued and supported to reach their potential.

Ruth Hartnett Carr, Inclusive Education Lead, provides strong leadership of the NCCD Team. Together, the team works diligently to ensure the school is appropriately resourced and that targeted programs and supports are in place. This work enables the effective identification of student needs and ensures timely, responsive, and evidence-informed interventions.

The school's financial position remains sound. Gayle continues to provide exemplary stewardship through accurate financial reporting and the implementation of effective administrative systems. The outcomes and recommendations of the annual audit affirm this strong financial management. Strategic and responsible planning has ensured the school is well positioned to support current priorities and future development.

The School Advisory Council continues to provide thoughtful and informed parent representation, contributing collaboratively to policy development, financial oversight, and strategic planning. The Parents and Friends Association remain

an active and valued partner within the school community, supporting both social connection and fundraising initiatives with generosity and commitment.

Community events such as the Fun Run and Family Breakfasts continue to strengthen engagement and connection. The tangible outcomes of these collective efforts are evident in significant enhancements to the MacKillop Centre precinct, including the shade structure, synthetic grass area, built-in barbecues, and the recently completed athletics track.

The Out of School Hours Care (OSHC) program continues to be a valued and integral service for families. The program remains viable and well supported, with consistent participation in Before School Care, After School Care, and Vacation Care.

I sincerely thank our dedicated and professional staff, whose commitment, expertise, and care bring our school to life each day. While we are fortunate to have quality facilities, it is the people within our community who give meaning to these spaces by placing students at the centre of all they do. Their willingness to go above and beyond in service to students and families remains a defining strength of St Joseph's.

I also acknowledge with gratitude the ongoing support and presence of Father Jophin. Our strong connection with the Parish continues to enrich school life, and we look forward to maintaining this positive and collaborative relationship.

In closing, I thank our families for the trust they place in St Joseph's School Numurkah and for their continued partnership in the education of their children. Together, as a faith-filled learning community, we continue to support the academic, social, emotional, and spiritual growth of every student.

I also extend my thanks to the Parents and Friends Association, particularly President Michelle McCracken and the Committee, for their continued generosity and service. My appreciation is also extended to Myles Martin and the members of the School Advisory Council for their dedication, insight, and leadership.

I am deeply proud of what has been achieved during 2025 and remain confident that, guided by our shared values and faith, St Joseph's School Numurkah will continue to move forward with purpose, hope, and optimism.

Ruth Hartnett-Carr

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

At St Joseph's we have a strong commitment to our Catholic faith and traditions.

We share the message of the Gospel through thorough and rigorous planning of our Religious Education lessons (Source Of Life), Prayer and promoting Jesus as a model of how we treat others.

We:

- Use the Source of Life and other resources created by the CESL team.
- Implement a Parish based Sacramental program (family centred) using the Steps Of Faith document
- Utilise Parish members help in leading family groups as part of the Sacramental Program
- Call on School and Parish community support of children receiving their Sacraments, through poster making, card making, posters around the Church, presentation of students receiving Sacraments on a Sunday Morning Mass and our school choir being a part of the celebration
- Have a whole school focus on a Sacramental Topic
- Celebrate a Family Mass as an important part of the Sacramental Program
- Promote staff Professional Development to increase understanding of the catholic faith
- Encourage staff be part of Diocesan level retreats/pilgrimages.
- Encourage all staff to be RE accredited
- Have active prayer celebrations : whole school community, staff and class level
- Gather for times of Community Prayer
- Take turns as class groups to lead Prayer at our weekly whole school assemblies
- Conduct regular Masses and Celebration's of the Word which are prepared by classes
- Are well-supported in our faith journey by Fr Jophin Joy
- Enjoy Fr Jophin's classroom visits to share stories about our Catholic faith
- Promote all community members to treat each other with respect and recognise the dignity of each individual
- Conduct whole school prayer three times a week led by our Student Leaders

### Achievements

We are particularly proud of how we promote the story and vision of our founder St Mary of the Cross MacKillop. Our social skills and Positive Behaviour Intervention & Support

( P.B.I.S) program is centred around her message of “Never seeing a need without doing something about it”. We achieve this by :

- The implementation of PBIS – Our Triple AAA program which is underpinned by the Gospel values and the Vision of St. Mary of the Cross MacKillop
- Giving support to families in need - pastoral care. The Giving Tree, fee relief, casserole bank, second hand uniform shop and Vinnies Winter Sleep Out
- St Mary MacKillop feast day celebrations and awards
- Josephite Sister logo on staff badges and student uniforms
- Josephite sisters are invited and take part of our Mary MacKillop feast day celebrations
- St Mary MacKillop logo central to PBIS ‘Our Triple A’s’ and also included on school documentation
- St Mary MacKillop is visible in our school; pictures, mural, statues and stained glass window
- St Mary MacKillop feature in our memorial garden
- Enrolment forms/parent handbooks make a clear statement about St Joseph’s providing a Catholic Education
- All policies have the basic belief ‘In providing a culture rich in Catholic Tradition and Faith where children will be inspired to live the Gospel Values of Jesus.
- Students are exposed to our Catholic Traditions through; daily prayer, liturgies, Sacramental program, attending regular masses and RE lessons
- Staff regularly attend to and share their own faith through, staff prayer and meditation, being active participants in the Parish (where possible) and Professional development
- We have a strong connection with Catholic Education Sandhurst (CES) staff who come in and support staff and students on their faith journey
- Staff are encouraged and supported to complete their Religious Education (RE) accreditation
- Students are involved in many pastoral care/outreach programs; Meals on Wheels, St Vincent’s Winter appeal, Caritas, Giving Tree and Vinnies Winter Sleepout
- Opportunities for students to participate in Social Justice days of action (Events) Sandhurst Switches Off, Caritas
- Social Justice is taught through classroom topics (Source of Life)
- Students learn to understand about authentic service through; guest speakers discussing their experiences, researching organisations or individuals (Mother Teresa)
- Year six students participate in Caritas Leadership days and Yr 5 Just Leadership days annually
- Teachers have the opportunity to participate in Immersion experiences and share this with the school community
- Students learn about the First Nations culture in the classroom and through the F.I.R.E carrier program
- We are developing links with First Nations programs to support student learning, such as Kaiela Arts Program

## Value Added

This is how we share our Catholic Identity with others and add to the Story of our Tradition and Heritage :

- St Joseph's Vision and Mission statement is on display in the school's foyer
- School policies strongly reflect our Vision and Mission
- School Advisory understand the school's Vision and Mission and representatives from the school board were part of the creation of the documents
- St Mary MacKillop, our founder, is integral to our school's Vision statement
- Our Vision refers to creating a culture rich in Catholic Traditions, we do this through; prayer, masses, liturgy, RE planning and teaching, Sacramental program and activities throughout the school, St Mary MacKillop feast day celebrations, Source of Life planning strongly supported by an understanding of Shared Christian Praxis, Social Justice teachings and emphasis in school (Caritas, Throughlines/Topics)
- Catholic Identity and faith are expressed through multiple and diverse forms of visual and performing arts, symbols, music and architecture (choir, Festival of the Sacred, Liturgical dance, visual reminders of Mary MacKillop (buildings named after her, statues, stained glass windows, prayer tables, crosses in the classroom)

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## Learning and Teaching

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### Goals & Intended Outcomes

#### Learning & Teaching

We have three straight classes of our youngest boys and girls, our Preps. We believe they have particular needs in starting school, with regard to getting used to the routine and expectations of living and learning on a full time basis. Our nurturing environment eases the children in and sets them off on course for their primary years of learning.

Our Junior School combines our Year One and Two levels. Our four classes of young and dependent learners are provided with much individual and focused attention. Suitable support is provided to ensure that each child secures the basic building blocks of literacy and numeracy. We seek for each to be happy and secure at school in their learning journey.

Our Middle School is made up of four classes of Year Three and Four students. We promote greater independence and self-discipline in our children as they grow to extend their wealth of skills, knowledge and abilities. We continue to support those students requiring continued focused attention while allowing students with well-developed skills greater challenge in research and extension.

Our Senior School consists of four classes of Year Five and Six boys and girls. This grouping serves to provide harmonious learning communities. The pressures that straight senior classes can bring regarding peer pressure and social competitiveness are diminished as we build a genuine learning community. This innovative structure provides our students and teachers with a calm living and learning environment where we focus on a combination of explicit teaching, focused group work and independent research tasks.

#### Programs

Learning Programs at St. Joseph's School support the children in their growth and development in all areas, preparing them with lifelong skills that will help them to believe in themselves and their abilities and to be able to contribute positively to their world. Our curriculum is based on the Victorian Curriculum.

#### Religious Education

We believe that each child is important and valued and that all have something to contribute.

Every child has the right to live happily and achieve fullness of life with God - and to grow and learn in a community where Christian values are taught and modelled daily. We

endeavour to foster and continue the development of our faith tradition which begins at home. Prayer and Religious Education lessons are a part of our daily routine, and we have regular School Masses. We implement and coordinate the Sacramental Programs of Reconciliation, Eucharist and Confirmation through our Parish for those families who choose to participate.

### Literacy

Literacy incorporates the skills of writing, reading, speaking and listening. We have a school plan that sets out how we work to ensure success for all students. This Literacy Plan outlines how we organise our teaching and learning, with respect to the MultiLit suite for Foundation-year 2 and Ochre years 3-6, which is inline with CESL Magnify initiative.

Our literacy program is designed to improve literacy skills through structured, explicit and systemic instruction within a response to intervention framework.

### Numeracy

Through Mathematics children develop concepts, skills, applications and processes which allow them to participate meaningfully in society. Mathematics can be viewed as an abstract discipline, but it must also relate to everyday situations and be integrated with other curriculum areas.

Our Mathematics is based on a comprehensive, evidence based curriculum resources that are developed to improve our students outcomes and are aligned with the Victorian Curriculum.

### Digital Technologies

St. Joseph's School embraces the technological advancements in our society. We are committed to students becoming more innovative, knowledgeable, skillful and adaptable in the use of technology.

Subsequently, each area has its own bank of laptops, ipads and other suitable hardware ( e.g Smart TVs)that are wireless networked and available for use throughout the day.

### Physical Education & Sport

We offer an extensive program of fitness, skill development, sports competition and representative opportunities. Our Physical Education is coordinated by our specialist, Shane Merkel. The program develops fitness and skills. We have School Swimming, Cross Country and Athletics Carnivals. We participate in Inter-School Sports and encourage involvement in a wide range of representative sports. We also come together as a school for our Annual Twilight Sports.

## Humanities

Our Humanities curriculum is taught through a suite of evidence-based curriculum resources provided by Oche. These units aim to develop our children's capacity to manage themselves and their relationships with others, understand the world around them and to act effectively in that world.

## Excursion Program

Our boys and girls also participate in an excursion program that provides them with opportunities to live and learn out of the normal school and home environment.

Preps : An Afternoon at School. Our Preps enjoy a number of day trips. They also stay at school for an afternoon when everyone else has gone home. They participate in a range of activities while enjoying being the big kids at school. It's a BBQ tea then off home after a big day.

Year One and Two : Sleepover. These children get to sleepover at school and enjoy a range of evening and night activities linked to our Health and P.E. curriculum. For some, it's their first night away from family. They also enjoy a number of day trips.

Year Three and Four : Overnight Excursion. Our Middle school children travel away on a two-day educational excursion. It is usually not too far from Numurkah.

Year Five and Six : Major Excursion. The Year five and six students head off on a four day excursions to destinations such as Ballarat and Borambola (Fun and Fitness Camp – Wagga).

## The Arts

The Arts, which are an essential part of our life and culture, provide children with pleasure and enjoyment. They enable the children to express themselves in a creative way according to their own personality and talents as well as learning the skills involved in each domain.

### *Art and Craft*

We have a specialist art program and a beautiful facility that is second to none. Our children's creativity and artistic skills are nurtured and developed. Carol Lawless is our Specialist Teacher.

### *Music*

Tim Harber is our Specialist Music Teacher. He implements our Music Program in ensuring a basic knowledge of Music and a practical instrumental skill level is gained by our students.

We also have opportunities to perform and share such skills and abilities through the school. Our school choir meets regularly and sings at School Masses, Assemblies and Community Events.

### *Performing Arts*

Our teachers utilise the state-of-the-art Mary MacKillop Centre which boasts a magnificent stage and the latest in sound and video technologies in implementing our Performing Arts Program.

### *LOTE (Languages Other Than English )*

Our LOTE Program focuses on a particular language. This approach allows our children to learn basic language, be exposed to a different culture, customs and traditions from countries from around the world. Our LOTE teacher is Tim Harber.

### *Library*

We have a magnificent Library that is maintained by Mary Laidlaw. The children have a specialist lesson each week where they learn the skills of the Library, borrow books and continue to nurture a love of Literature. This is also a major research centre for our boys and girls.

## **Achievements**

We are very proud of the way in which we serve our children in need. We accept differences in all our students and to those with specific needs or difficulties we offer extra support and assistance. Currently, our school employs eight teacher assistants who work to support children with special needs and implement individual programs that assist in their learning.

Ruth Hartnett-Carr is our Inclusion Lead. We also employ Lauren Cook (Speech Therapist) and Rebecca Izzard (Psychologist).

Our Wellbeing program is based on Christian Values and Beliefs and is seen as an essential ministry within the School Community.

Our Religious Education Program, PBIS and Social Skills Program teach different aspects of wellbeing but serve to reinforce our intrinsic Christian values.

Our Social Skills Program focuses on basic skills such as “Using People’s Names”, “Respect”, “Tolerance” and “Manners”. These weekly topics are taught in our classrooms and reinforced in assemblies.

## Student Learning Outcomes

Our Student Learning Outcomes remain strong. We have been recognised as a High Achieving School by our Catholic Education Sandhurst Office in making a marked difference to the trajectory of our student's learning.

Our 2025 NAPLAN Results support this with St Joseph's Numurkah averaging at or above "Like Schools" in nine of the ten assessments and incredibly, all ten areas in comparison to Catholic Education Sandhurst Primary Schools.

Trends reflecting levels of achievement within each Curriculum Area remain steady and generally reflect student expectations from school assessment.

Our good work can also be seen **on the MySchools website**.

NAPLAN - Proportion of students meeting the proficient standards					
Domain	2025 (current year)			2-Year Average	
	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	406	61%	400	54%
	Year 5	479	55%	488	61%
Numeracy	Year 3	412	72%	405	66%
	Year 5	478	63%	486	68%
Reading	Year 3	417	67%	415	69%
	Year 5	487	79%	494	75%
Spelling	Year 3	407	64%	394	54%
	Year 5	480	68%	475	65%
Writing	Year 3	404	64%	398	68%
	Year 5	470	66%	472	62%

\*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.

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## Student Wellbeing

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### Goals & Intended Outcomes

The school has developed a vision for a safe, positive school environment to enhance student wellbeing. Staff are committed to creating a safe, positive classrooms. There is a sense of welcome and hospitality for all members of the school community. School communications are inclusive and accessible to all school communities and families.

School systems and processes promote relationships, connection, success and a sense of belonging. Supporting student behaviour is evident in all relevant whole-school policies. The school has carefully selected evidence-informed, positive behaviour management approaches. Staff have a clear understanding and consistent implementation of selected, positive behaviour management processes in classrooms and school-wide contexts. Learning and teaching supports student growth towards self-motivation, independence and interdependence. There is a strong focus on student engagement in and out of class, including those at risk of missing out. Relationships in the school are characterised by mutual respect, trust, confidence, understanding and empathy towards each other. Approaches to behaviour support provide a consistent message to all members of the school community.

All policies, procedures and documentation reflect an awareness and sensitivity towards the needs of all groups in the school community. The needs of specific groups (race, religion, refugee, disability, sexuality) in the school community have been addressed effectively and systematically. The management of all aspects of inclusion is effective and well planned. Students are treated in a fair and inclusive manner, made aware of their rights and responsibilities and encouraged to respect the rights and views of others. There are some links made with Catholic Identity and Catholic Social Teaching. Explicit pro-social values are taught modelled and promoted across the school (respect, acceptance of diversity, fairness, honesty).

The Pastoral Wellbeing policy is inclusive of the three tiers of prevention, aligns with relevant policies and has been developed in consultation with staff and parents. There is widespread staff and parental ownership of the policy. All new staff receive training as part of their induction program, ensuring that they fully understand school policy and procedures. The policy is reviewed as part of a regular cycle and is taken into account in strategic planning. Policies and practices within the school identify roles and responsibilities. There is a designated school leadership role with responsibility for Pastoral Wellbeing. The school has an active Pastoral Wellbeing Committee with wide representation from the school. There is a focus on the need to recognize, and act on, early signs of student difficulty. Implementation is focused on ensuring students and families are connected with help before difficulties worsen. A planned program of intervention and support takes place. The school works in partnership with parents, the student, carers and service organisations to plan for, and support, students

experiencing difficulties. The program of intervention and support is reviewed and revised as needed. An audit of training needs is regularly carried out and addressed in strategic planning

Staff, parents and students work together to create an effective learning community. The school provides information and ideas to support parenting and opportunities for families to extend their social support networks. There are established channels of communication that connect schools, families, students and the community. Opportunities for involving families in the school community are available, including for those who do not volunteer at school. The school works to engage 'hard to reach' parents and guardians and to include parents in school decisions, developing parent leaders and representatives. Parents have access to school policies that affect a child's education. The school serves as a link to community agencies, supporting families to connect with community support services. The school accesses the local community to strengthen school programs

There are clear and congruent links between pastoral wellbeing and other policies. There is a consistent message promoting relationships, ethos, communication, management and inclusion. The school has a designated Pastoral Wellbeing Coordinator with clear responsibilities, aligned with school policies. A representative group works with the coordinator to support the implementation of pastoral Wellbeing initiatives. Many staff members understand and take responsibility for Pastoral Wellbeing and regularly evaluate of the impact and effectiveness of Pastoral Wellbeing in the school.

## **Achievements**

We strive to support all of our families when required, whether it be through linking with community agencies, providing specialist advice or a casserole from our casserole bank. In addition, we have activities such as our Mothers' Day and Fathers' Day Breakfasts which celebrate our community and provide a fun and social opportunity to get together.

Ruth Hartnett-Carr is our Wellbeing Lead and is also available to serve those in our community who may be experiencing difficulty in a range of social, emotional or personal situations. Ruth is currently implementing the Seasons For Growth Program ( Loss and Grief ) and a Social Skills Development Program for those children requiring specific social guidance.

We also access Diocesan Specialists (Psychologists, Occupational Therapists) who support us to ensure that funded programs are adapted to meet specific needs of our students.

## Value Added

The following are examples of how our wellbeing and engagement are enhanced at St Joseph's.

A planned, formal Social & Emotional Learning (SEL) program takes place within the everyday classroom and is regularly revisited. The SEL curriculum is developmental, teaches the 5 core competencies, is evidence-based, has a theoretical framework and student assessment measures. Appropriate social and emotional resources are used. The school is effective in the education and protection of at-risk students. The school regularly evaluates the impact and effectiveness

We are part of the Mental Health in Primary Schools initiative where selected staff are trained to work with students, families and staff that are struggling with their mental health. This is achieved through promotion, prevention and referral to specialist care. We are also part of the The Resilience Project which provides curriculum to students to help students be 'well'

## Student Satisfaction

Feedback from students was taken from the 2025 Resilient Youth Survey Data.

The following are examples:

- "we feel safe when we come to school and feel our teachers listen to me" (Year 6 Student)
- "I am have a voice in the school when we meet as a Year 6 group" (Year 6 Student)
- "We learn in the Resilience Project the importance of being grateful when we are feeling down" (Year 3 Student)

We continue to work on giving students more voice and helping them to authentically engage in the school.

## Student Attendance

Classroom teachers mark the student roll twice a day. Families can inform the school of their child/s absentee from class by using our online program (PAM), email teacher/office and/or call the office. If students that are absent for unknown reasons, parents/caregivers will be sent an SMS to alert them on that day.

If students are continually absent for unknown reasons, teachers and/or the office will follow up with families.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	91.75
Y02	91.6
Y03	91.53
Y04	91.01
Y05	92.98
Y06	91.63
Overall average attendance	91.75

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## Leadership

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### Goals & Intended Outcomes

The Principal and school leaders model right relationships through a sense of welcome, hospitality and respectful interactions. School Leaders believe that all are essentially good, created in God's image and open to God's grace. The actions of the Principal and School Leaders reference the mission of Catholic education as they work to transform community and continue to clarify their shared purpose. The Principal and school leaders ensure that members of the school community are empowered to positively impact on student learning. Staff are encouraged to engage in positive risk-taking. They engage the community in cycles of strategic renewal through development of the School Improvement Plan and the implementation, monitoring and evaluation of the Annual Action Plan. The school's Vision Statement, Identity Statement and Graduate Outcomes inspired by the Catholic story are clearly documented and becoming embedded through daily dialogue, practises and relationships. In stewarding the school community, the Principal, School Leaders and School Council are accountable for and nurture the tradition, spirit and story of the school. The Principal and other School Leaders promote and lead learning, inspired by a belief in personal transformation and the flourishing of the whole person. The Principal and School Leaders maintain their professional life and nourish their vocation by developing their spiritual, intellectual and emotional lives in order to better serve their school community. School Leaders encourage staff to work collegially to improve their practice and develop feedback processes. The Principal and school leaders act ethically and in line with the mission of Catholic education. They recognise that the most precious resource within the school community is the people within and therefore actively and visibly care for all.

### Achievements

#### **Staff**

Staff are encouraged to step up and lead, whether it be at planned activities or at a school level where each can truly influence school direction. The Leadership Structure allows for a Deputy Principal, Area Leaders (Prep, Junior, Middle & Seniors), Curriculum Lead, Inclusion and Religious Education Lead.

#### **Students**

Our students are asked to lead by example through what they say and what they do. We especially ask our seniors to maintain the standard set by previous students and provide them with formal and informal leadership experiences. The structure provides for School

Captains and Leaders and Teams in the areas of I.T., Sport, Sustainability, Social Justice, Triple As and FIRE Carriers. Responsibilities and roles are a part of each area.

### **Parents and Carers**

Parents and Carers have a number of opportunities to be involved in school leadership. The most obvious means is via our Parents and Friends Association and our School Advisory Council. Each group meets to support school activities and decision making.

## Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2025

### Staff

The staff is our school's greatest asset. Our group of committed professionals work to care for and teach our children, utilising the very best of facilities that St Joseph's provides, while continuing their own growth through on-going professional development.

### Professional Learning

All staff participated in and are supported through our Professional Learning Program. Each have an individual plan that maps out mandatory, school based and personal PL activities that serve to maintain and update relevant skills and knowledge. Our school focus was to continue developing staff capacity in Literacy and supporting students with diverse needs.

#### Mandatory

First Aid

Anaphylaxis

Mandatory Reporting

Child Safe Standards

Disability Standards for Education

#### Required

Spirituality

R.E Accreditation

Understanding ASD

Staff Meetings

Curriculum Groups

Data Analysis (Naplan, Insight SRC, ECSI)

P.B.I.S - Triple A's

<b>Expenditure And Teacher Participation in Professional Learning</b>	
<p>The Resilience Project- teacher training</p> <p style="text-align: center;"><u>PLT's</u></p> <p>This occurs in unit groups led by our unit leaders.</p> <p>PLT Meetings - (Beliefs / Norms / Protocol), Data Analysis Moderating, Program Planning and Implementation, Professional Reading, Reflection and Dialogue, Microsoft</p> <p style="text-align: center;"><u>Personal</u></p> <p>These are things that staff complete individually based on their roles.</p> <p>RE Accreditation</p> <p>Science of Reading- Multi Lit</p> <p>Network Meetings</p> <p>Learning Leaders</p> <p>Performance Development</p>	
Number of teachers who participated in PL in 2025	30
Average expenditure per teacher for PL	\$930.00

### **Teacher Satisfaction**

Staff work as teams in working to engage and challenge every child. Our school is seen as a work place where staff are valued and in an individual way

Principal, Paul Arnel commented, "Our Staff are outstanding in adapting to and creating solutions to the many challenges that teaching brings. Their effort, initiative and willingness to give of themselves is quite incredible. In these times of industrial changes, our staff keep their eye on the ball and work in fairness and goodwill to serve our families justly. I can only thank and congratulate our staff for their work and commitment".

Staff feedback taken from the 2024 Insight SRC Surveys reflect this :

- "I always enjoy coming to work because of the community feel and friendships made"
- "We are always challenged to do our best for the students"

<b>Teacher Qualifications</b>	
Doctorate	0
Masters	0
Graduate	3
Graduate Certificate	0
Bachelor Degree	15
Advanced Diploma	6
No Qualifications Listed	14

<b>Staff Composition</b>	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	36
Teaching Staff (FTE)	27.4
Non-Teaching Staff (Headcount)	32
Non-Teaching Staff (FTE)	19.45
Indigenous Teaching Staff (Headcount)	2

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## Community Engagement

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### Goals & Intended Outcomes

We as a school community work as one to ensure our children have the best possible Living and Learning Environment. We are a strong and flourishing school. We continue to grow and develop, combining the best of our traditions with new programs, facilities and technologies that best meet the needs of our students and families.

Our school was founded by St Mary MacKillop. Incredibly, she became Australia's first Saint in October 2010 which makes it even more special as we work to continue the tradition that is her legacy; a school that is a place where God is named and recognised and where Christian Values are lived out.

“We are Open to All Who Seek Our Values”

As a school, we strive to provide an atmosphere in which each child's talents and skills can be recognised and developed to their fullest potential. We work to instil a sense of self-discipline in our children where they respect each other's differences and encourage each other to strive to be their best. We stress that their decisions and actions affect those around them. Our Social Skills are based on our Triple A. St Mary MacKillop said, “Never see a need without doing something about it!” At St Joseph's we : need to have a positive Attitude, need to be Aware and need to take Action.

The school is proud of having the most modern facilities available. Our recent additions and refurbishments have continued to set the benchmark in terms of provision of a modern, safe and stimulating environment that reflects teaching and learning in the 21st Century. Many parents and visitors comment on how things have changed since they went to school. I say, “Thank goodness”. Our modern day school must be ready to meet the needs of children brought up in a technological, open and questioning world. Our social groupings and resources must reflect our modern world and I am proud to say we strive to do this. We keep the best of the old but are not afraid to be innovative and creative in doing what's best for our children.

While we implement a broad and comprehensive curriculum in our classrooms, we also have in place a range of specialist subjects and extra programs to add to our children's experiences. We expect our students to participate in all that we do. We ask each boy and girl to

“Have a Go at Everything and Do Your Best”

Our staff is a vibrant team. We blend an excellent balance of experience and youth, both male and female. I am proud to lead this group of professionals.

We welcome all families, regardless of religious or cultural background and strongly support those experiencing financial difficulty or hardship.

## Achievements

Good evening everyone,

It's a bit surreal that this is my last meeting tonight — it's honestly hard to believe that it's been eight years since I first joined the St Joseph's Primary School Parents & Friends Association.

Over that time, I've had the privilege of serving six years as Treasurer and the past two years as President. It's been a journey filled with plenty of meetings, events, and behind-the-scenes work — but more importantly, it's been incredibly rewarding.

What makes this role so special isn't just the fundraising or the organisation — it's the people. The sense of community, the willingness to step up, and the shared goal of supporting our school and our children is something really unique.

I want to sincerely thank the school for their ongoing support and encouragement. Working alongside such dedicated staff makes everything we do worthwhile.

And to the committee — past and present — thank you. Your time, energy, and commitment never go unnoticed. Everything we've achieved has been a team effort, and I've been so lucky to be part of such a supportive and hardworking group.

One of the highlights of our year is always our major school fundraiser — the Fun Run.

A huge congratulations to Tamara Martin, the Fun Run Committee, and our P & F Committee for delivering yet another incredibly successful event. It truly ran seamlessly, and that's a credit to the many volunteers who generously gave their time on the day.

We're also so grateful for the support of our local businesses through their sponsorship, and to volunteers from community organisations like the CFA and the Lions Club, who stepped in to lend a hand. It really shows the strength of our wider community.

Throughout the year, the P & F has also proudly hosted our Mother's Day and Father's Day breakfasts — always a favourite for students and their parents and grandparents.

A special thank you to Rush Café for providing the delicious breakfast boxes for our Mothers and Grandmothers — they were very much enjoyed by all. And an even bigger thank you to our amazing female committee members and helpers, who cooked up those delicious, egg &

bacon McMuffins for our Fathers and Grandfathers, served outside under our fantastic pavilion.

Our fundraising BBQ at the Twilight Sports in December was another great success. Ronny and his BBQ crew once again did a fantastic job on the bbq, and with the help of nearly all our committee members, we were able to switch in and out to watch our kids compete, all the while keeping everyone well supplied with cold drinks and freshly prepared sausages and hamburgers.

On a personal note, one of the things I'm most proud of — and feel truly honoured to have been part of — is the Sun Shelter BBQ pavilion. Bringing that idea to the committee and seeing it come to life has been incredibly special. To now see how much it's used, across so many different activities, and the value it adds to our school community is just fantastic. It certainly proved its worth at this year's Fun Run, giving everyone a place to gather and stay dry out of the rain.

Being part of this committee has been a privilege. I'm incredibly proud of what we've accomplished together. I wish the committee all the very best for their ongoing commitment to raising funds for the school. I will truly miss being a part of it, but I look forward to coming back to visit from time to time.

Thank you all for your time, your effort, and your ongoing support of our school.

Regards,

Michelle McCracken

## **Parent Satisfaction**

Our Parent Community is given many and varied opportunities to be connected and involved in their children's education. We very much welcome and encourage our parents to be involved in our school at all levels.

For example, we invite parents and guardians to come along and join us in such activities as: Parents and Friends Association, Prayer Celebrations, School Canteen, Library – cataloguing, book covering, Weekly Assemblies, School Sports Days, School Celebrations, . School Board. Fun Run. and Veggie Garden

The general feedback from parents around the work of our school was most supportive. We see this through such comments taken from the our School Advisory Council and P & F committee

- "Great community to be a part of and our kids love going to the school" (School Advisory Council )

- "We love the opportunities that my kids get in the classroom" (P & F Parent)

An area for focus can be further engagement in social ways as a community.

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## Financial Performance

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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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.sjnumurkah.catholic.edu.au](http://www.sjnumurkah.catholic.edu.au)