DIOCESE OF BALLARAT CATHOLIC EDUCATION LIMITED

2025

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Annual Report to the School Community

St Joseph's School

17 Fitzroy Avenue, RED CLIFFS 3496
Principal: Naomi Kennedy
Web: www.sjredcliffs.catholic.edu.au
Registration: 1373, E Number: E2047

Principal's Attestation

I, Naomi Kennedy, 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

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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.

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Governing Authority Report

From the Murray to the Sea, DOBCEL aims to realise a vision of the 'fullness of life for all' for more than 18,600 students across a community of 63 Catholic primary and secondary schools.

We began 2025 with an uplifting Mass led by Bishop Paul in a packed St Patrick's Cathedral. In his homily, Bishop Paul highlighted our mission as Catholic educators to pursue the fullness of life for every child in our care, reminding us to keep students, staff and mission at the centre of our work.

The January 2025 publication of the DOBCEL Strategy 2035 represents a pivotal moment for the DOBCEL community and marks an important phase in our ongoing development.

The main purpose of this 10-year strategy is to inspire the whole system to commit to and move towards a high performing system of Catholic schools. The system is strong and well-performing, but we can do better.

Underpinned by our Catholic Identify, the strategy identifies five strategic pillars that that reflect primary areas of focus.

- Collaborative Cultures
- Engagement and Belonging
- School as Community
- Rich Pedagogical practices for Deeper Learning and Wellbeing
- Sustainable Stewardship

The strategy was co-designed with teachers, school leaders, non-teaching staff, students, parents and those working in Catholic Education Ballarat offices.

I had the great privilege of participating in these co-design sessions, which showcased the professionalism and passion of all those in our system that devote their working lives to provide a great education for our children and young people.

Therefore, it is only fitting that I record my sincere thanks to all of you. These are exciting times of opportunity for our community of schools, but it is only possible because of your extraordinary work and dedication.

Tom Sexton

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Executive Director DOBCEL

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Vision and Mission

Our School Vision

As partners collaboratively educating our students to ensure they learn at high levels, we are inspired by Christ and our Catholic Faith & Tradition as we pursue fullness of life for all.

Our School Mission

Therefore, inspired by the Gospels we will:

• Be a community inspired by Catholic faith and its traditions through the active living of the Gospel and by teaching for, and witnessing to justice, peace and ecological conversion.

(Catholic School Culture)

• Work in close partnership with families, parish and the wider community to enhance faith, student learning and wellbeing.

(Community Engagement)

• Be educators who effectively collaborate and work collegially to deliver high-quality outcomes for all students and to build a positive culture with a clear sense of purpose and direction aligned with policies and protocols.

(Leadership and Stewardship)

• Be educators who work collaboratively and reflectively to educate the whole child to a high standard inspiring ALL to achieve as successful, life-long learners in an ever-changing world.

(Learning and Teaching)

• Sustain a safe, respectful, inclusive and positive educational environment that celebrates achievement and promotes dignity and self-responsibility for all.

(Wellbeing)

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School Overview

St. Joseph's is a vibrant and supportive Catholic educational community that strives to provide an environment filled with hope, passion, fun, and a love of learning. Inspired by Christ and our Catholic Faith and Tradition, we work collaboratively to ensure that every student learns at high levels and experiences fullness of life within our caring community.

Founded in 1933 by St. Joseph's Parish and originally staffed by the Sisters of Mercy, the school was established to serve a growing horticultural district for returned World War I soldiers. For more than 90 years, sisters, priests, lay teachers, parents, students and parish members have transformed our four-acre school into a welcoming and inspiring environment that celebrates faith, learning and life.

Our current enrolment of 89 students is organised across five multi-age classroom groupings. While the proportion of Catholic enrolments has declined, our school community is enriched by families from diverse faiths and cultural backgrounds, creating a vibrant and inclusive atmosphere. Students are supported to discover God's presence in their daily lives and to view the world through a Gospel-centred lens. Through Scripture, tradition, prayer, worship, and lived experience, our students are inspired to make the world a better place.

St. Joseph's provides high levels of academic, social, and emotional support to ensure all learners experience success. Our Learning Diversity Leader collaborates closely with teachers, Learning Support Officers, the Curriculum Leader, Pastoral Care Worker, and allied professionals to deliver early and targeted interventions. Students with additional learning needs receive tailored instruction and adjustments, allowing every child to thrive in our inclusive and nurturing environment.

With 24 staff members in a range of roles, St. Joseph's benefits from a strong, multidisciplinary Wellbeing Team. The school's low Index of Community Socio-Educational Advantage (ICSEA) score of 994, where 38% of families are in the bottom quartile and 70% fall below the 50th percentile, allows access to valuable resources that enhance equity and support. Currently, 42.5% of students receive adjustments under the Nationally Consistent Collection of Data (NCCD), reflecting our strong focus on inclusive education.

Literacy instruction at St. Joseph's follows a research-based Structured Literacy approach, grounded in explicit teaching of phonology, sound–symbol association, syllable patterns, morphology, syntax, and semantics. Supported by regular professional learning and Professional Learning Team Meetings, this approach ensures high fidelity of practice and strong reading and writing outcomes. Numeracy learning also emphasises explicit instruction and problem-solving, ensuring all students build essential foundational and reasoning skills.

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The curriculum extends beyond core subjects to include specialist lessons in Performing Arts, Physical Education, Health, and Italian. Humanities learning, including History, Geography, and Science, is guided by the Inquisitive curriculum, fostering curiosity and critical thinking.

Faith is at the heart of our school life. Our connection to St. Joseph's Parish is expressed through the celebration of the Eucharist, school liturgies, prayer, and social justice initiatives such as Project Compassion and Catholic Mission. Guided by the Awakenings Religious Education curriculum, students are encouraged to explore faith through dialogue, experience, and reflection.

A strong focus on social and emotional learning underpins our wellbeing philosophy. Programs such as Play is the Way, trauma-informed practices through the ReLATE model, and the Resilience, Rights and Respectful Relationships (RRRR) curriculum promote self-awareness, empathy, and respectful relationships. Our proactive and restorative approach to behaviour management upholds the dignity of every individual, recognising that each person is made in the image of God.

At St. Joseph's, we believe parents are the first educators of their children. In partnership with families, we strive to create a safe, nurturing, and faith-filled learning environment that develops confident, compassionate, and capable young people.

At St. Joseph's Primary School, every person matters. Staff, parents, and students inspire one another, build respectful relationships, and unite in our shared commitment to education, faith, and friendship.

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Principal's Report

Dear School Community,

It is my pleasure to present this year's annual report in celebration of the progress, achievements and milestones our school has accomplished with the dedication and commitment of our entire community. This year has been marked by growth and improvement across academic, social, and community goals, reflecting our shared vision for excellence and inclusivity.

I would like to begin by acknowledging our students for their dedication, enthusiasm, and growth throughout the year. Each child has contributed something special to our school community, embracing challenges and supporting one another along the way. Whether through academic progress, sporting achievements, creative pursuits, or leadership roles, our students have demonstrated curiosity, perseverance, and kindness in all they do. I am incredibly proud of the progress each student has made and the positive energy they bring to St. Joseph's.

Our wonderful Grade 6 students deserve a special mention as they prepare to begin their next chapter in secondary school. We are deeply grateful for the leadership, friendship, and joy they have brought to our school community. We have every confidence that they will continue to grow, succeed, and shine brightly in their new schools.

This year, we engaged in the very affirming process of our five-year review. The review highlighted our highly effective practices, including: organisation, learning and teaching, and wellbeing. Throughout this document, the commendations from the review panel have been noted where appropriate. Their recommendations have been included in the Future Directions section at the end of the report.

The achievements of our students are made possible by the wonderful support they receive from their families. I would like to sincerely thank our parents and caregivers for their ongoing commitment to their children's education and for the many ways you contribute to our school community. Whether by attending events or supporting learning at home, your partnership helps create the warm, inclusive, and thriving environment that defines St. Joseph's.

I would like to extend thanks to our School Advisory Council for their ongoing support, wisdom, and commitment to our school. This year, we have welcomed several new members who have enthusiastically embraced their roles and made a wonderful contribution, most notably through their involvement in the highly successful Trivia Night fundraiser. I would also like to take this opportunity to acknowledge and thank our new SAC Chair, Jacob Trinnie, for his leadership and dedication to our school community.

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Our teachers and support staff are the heartbeat of our school. Their care, creativity, and tireless dedication ensure that every child feels valued, supported, and inspired to learn. I am so proud of their efforts, their teamwork, and the way they continually go above and beyond for our students and families.A special thank you also to Julie in Administration, whose professionalism, organisation, and compassion keep our school running smoothly each day.

A heartfelt thank you to our school leaders for their guidance and dedication throughout the year. Under the direction of our Curriculum Leader, Mrs. Hanna Byrnes, we have seen outstanding growth in literacy. Our continued focus on Structured Literacy and targeted interventions has resulted in significant progress, with many students meeting or surpassing their literacy goals. This success is a testament to the expertise and commitment of our leaders, teachers, and support staff, who have embraced these evidence-based practices with enthusiasm, consistency, and care.

Last year we experienced a high turnover of part-time staff, and this year we were fortunate to welcome several new and dedicated team members to our school. Mrs. Dani Winders has stepped into Mrs. Leamon's role for 12 months and has exceeded all expectations, teaching herself to play the marimbas, leading our choir, coordinating a wonderfully creative school production, and guiding a number of student performances at community events. Mrs. Chanelle Marwood has also been a wonderful addition to our team, replacing Mrs. Mary-Anne Ghidinelli during her 12-month leave. Signora has embraced the teaching of Italian with both passion and rigour, inspiring students to develop a love for language and culture. We are also delighted to have Mrs. Bridget Byrnes join our staff this year, along with Mrs. Milani, who has taken on the role of Religious Education Leader with great wisdom and enthusiasm.

A heartfelt thank you to our Leadership Team: Mrs. Janice Divola, Mrs. Hanna Byrnes, Mr. Dylan Darby, and Mrs. Nadine Williams for their outstanding leadership and commitment throughout the year. Their vision, collaboration, and strategic guidance have been pivotal in shaping the direction of our school. Together, they have strengthened teaching and learning, supported staff growth, and helped cultivate a positive, cohesive, and faith-filled school culture.

This year, student well-being and behaviour have improved across all grades. Through targeted wellbeing programs, social-emotional learning, trauma-informed practices, and Play Is The Way, students are more engaged, respectful, and supported, creating a safe and positive school community.

In closing, I extend my sincere thanks to every member of our school community for their contributions to a successful year. Together, we have fostered a vibrant, inclusive, and high-achieving school where every student is encouraged to reach their full potential. I look forward to building on these successes and achieving even greater things in 2026

Thank you for your continued support.

Kind regards,

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Naomi Kennedy

Principal

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Catholic Identity and Mission

Goals & Intended Outcomes

Long term Goals

Enhancing and strengthening St Joseph's Catholic School Identity by building staff knowledge and confidence in using ECSI data, delivering the Awakenings curriculum and linking Social Justice activities to scripture.

Short Term Goals

Further develop staff's skills and confidence in planning and delivering RE Awakenings units with a focus on assessment and reporting.

Achievements

As a Catholic school community, we are deeply committed to embodying and nurturing a Catholic identity that reflects our faith, values, and mission.

Our teachers use the Awakenings curriculum to teach Religious Education. As a school, we have been focusing on building teachers' confidence and skills in teaching RE with the support of our Religious Education Leaders and Education Officer, Kim Hawkes from Catholic Education Ballarat. This year staff also participated in a professional development day with Jim Waight from DOBCEL on the Fullness of Life For All, Sexuality Curriculum

The Awakenings curriculum uses Shared Christian Praxis, which begins with students' experiences, connects them to Catholic Faith and Tradition, and encourages them to reflect on how the tradition is relevant in their lives. St. Joseph's celebrates its faith through meaningful prayer and liturgical experiences, including Masses or liturgies for the beginning of the year, Ash Wednesday, Holy Week, Grandparents' Day, ANZAC Day and Grade 6 Graduation.

Environmental sustainability is integral to our faith and curriculum. Guided by Pope Francis' Laudato si' on caring for our common home, St. Joseph's emphasises being resource-smart by recycling, conserving water, growing a vegetable garden, and caring for our hens. Staff and school leaders have participated in learning about Laudato si', aiming to foster social responsibility and justice in students who engage in fundraising for Project Compassion, Catholic Mission, and other social justice initiatives rooted in their Religious Education studies. This year we engaged in Professional Learning and Action Planning with Sarah Page from DOBCEL to assess our reality and set future goals in this area.

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In 2023, the parishes of Red Cliffs, Mildura, and Merbein united as the Ss Anne and Joachim Parish, allowing shared resources and support across the region. Although the parish name changed, St. Joseph's Church and School will retain their names. We work with the support of Fr. John Corrigan, Fr. Bill Lowry and Parish Priest Fr. Matthew Thomas. We thank our priests for their ongoing pastoral and spiritual support.

Value Added
St. Joseph's remains dedicated to its Catholic heritage, ensuring a strong connection between the school and parish. Teachers use the Shared Christian Praxis model, helping students apply their faith to real life, and parent feedback consistently highlights the school's Catholic identity, even with only 33% of families from Catholic backgrounds. Students are encouraged to engage in social justice and take meaningful action, a value central to our curriculum.

Value Added

Key achievements this year:

Supporting teachers in planning and delivering Awakenings Religious Education units.
Professional development for staff on Prayer
Professional Learning on Pope Francis's last encyclical and the Year of Jubilee
Training and action planning on Pope Francis' Laudato si' and its application in our school community.
Pupil Free day to review the "Fullness of Life" Sexuality Curriculum
Appointment of a .2 Religious Education and Catholic Faith and Tradition Leader, Marie Milani
⅔ and ⅘ classes are getting expert delivery of the RE Curriculum from our RE Leaders
School Validation and Review Panel Commendations:

Openness to explore and a desire to understand how St Joseph's school can move forward as a dialogical school with a strong focus on recontextualisation.

Commitment to continuous improvement in Religious Education with particular emphasis on the faith to life movement in the Shared Christian Practice.

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Learning and Teaching

Goals & Intended Outcomes

Building staff capability to develop a positive, safe and engaging learning environment with a focus on Literacy as the basis for all learning within a culture of continuous improvement and achievement.

Achievements

Literacy Achievements

St. Joseph's has implemented a Structured Literacy approach for teaching reading and uses the Hochman Method for writing instruction. Key elements of Structured Literacy include Phonology, Sound-Symbol Association, Syllable Instruction, Morphology, Syntax, and Semantics. Writing instruction follows The Writing Revolution (TWR), grounded in the Hochman Method, which emphasises targeted feedback and focuses on six principles.This year we have also implemented UFLI for Phonics instruction.

In 2025, we deepened our Structured Literacy approach with twice-termly professional learning sessions and regular dedicated time in our PLT (Professional Learning Team) meetings. Key outcomes include:

Employment of a Structure Literacy Leader
Embedded SL to ensure it is implemented with fidelity
Implement a new Phonics F-3 - UFLI
Implemented 3 Way or Student-Led Conferences F-6 to replace Parent- Teacher interviews.
St. Joseph's was also invited to participate in a Structured Literacy Research Project with the SOLAR Lab at La Trobe University. This research aims to:

Measure literacy skill gains in students.
Track changes in student well-being and behaviour with Structured Literacy.
Monitor shifts in teacher knowledge and confidence.

Maths Achievements

Implement the new Maths Curriculum 2.0 and engage in Professional Learning around this to ensure that we are providing quality differentiated teaching practice matched to the curriculum.
Professional Learning day with Michael Ymer on open-ended tasks for maths
Professional Learning day with Brendan Lee on the Science of Learning in Maths and the

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structure of the Daily Review
Unpacking of the Grattan Reports ‘Maths Guarantee’.
Use of Essential Assessment
Trial using OCHRE Curriculum for Maths instruction
Applied for a grant to engage in an Action Research Project on Maths.

Student Learning Outcomes

Despite having an ICSEA score of 994 a recent analysis of our PAT data shows that we have experienced high levels of student growth. Our PAT Reading data has indicated significant growth for our students in the area of Reading over the past 3-4 years with students coming into school at risk and then being at or above standard by the time they are in year 6.

As part of our work with Latrobe University, we are completing standardised assessments multiple times a year. According to these assessments, our students, particularly in the latter half of the year have experienced significant growth with effect sizes well above the expected .4 growth for the year. With small NAPLAN cohorts in 2025 it has been difficult to analyse our NAPLAN Data. We have, however, maintained scores close to like schools.

Our NAPLAN Numeracy data is at or above like schools; however, our PAT data indicates a decline. Based on this, quality Numeracy instruction has become a key emphasis at our Professional Learning Team Meetings, Professional Learning days/meetings and a key area for strategic improvement.

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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	*	*	*	*
	Year 5	508	64%	491	60%
Numeracy	Year 3	412	69%	*	*
	Year 5	482	64%	474	69%
Reading	Year 3	383	64%	*	*
	Year 5	485	73%	475	78%
Spelling	Year 3	*	*	*	*
	Year 5	493	73%	474	69%
Writing	Year 3	403	75%	*	*
	Year 5	487	73%	468	55%

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*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

The primary aim is to promote, monitor, and enhance staff and student wellbeing to foster learning resilience, self-management, and self-reflective abilities in students.

Achievements

The Learning Diversity Leader (Janice Divola) collaborates with Learning Support Officers, our Pastoral Care Worker, Speech Pathologist, and Occupational Therapist, alongside teachers and families, to provide varied early interventions addressing social and emotional needs. 42.5% of students qualify for funding and adjustments under the Disability Discrimination Act 1992, receiving tailored support ranging from differentiated teaching to extensive adjustment and interventions.

St Joseph's uses Play Is The Way (PITW) as our behavioural management framework. Our focus is on teaching behaviour education through student self-management. It focuses on emotional management, decision-making, resilience and positive relationship-building through games and classroom activities. Our school also uses the ReLATE Model to reframe our teaching and learning to include trauma-informed teaching. Additionally, we teach the RRRR Curriculum to enhance resilience and respectful relationships.

Our staff and students complete the weekly EI Pulse Survey to monitor staff and student well-being. The results of this provide weekly insights for immediate and strategic interventions.

In 2024 and 2025 we have participated in the Mental Health in Primary Schools (MHiPS) program which aims to enhance the mental health and wellbeing of primary school students by integrating mental health support into the school environment.

Comprehensive attendance monitoring through SIMON ensures the accurate tracking of attendance. The process includes twice-daily checks, parental notifications, and administration follow-ups for unexplained absences.

St Joseph's prioritises compliance with the 11 Child Safety Standards, including MO 870 and MO 1359, ensuring the development and reinforcement of policies that promote child safety.

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Regular staff training and assessments are conducted to prevent abuse and create a secure, safe environment conducive to learning.

We have continued with Initiatives such as Breakfast Club, Seesaw, Play is the Way, Pastoral Care Worker, Speech Pathologist, Occupational Therapist, Students with Disability program, Assembly Awards, SIMON Everywhere for ease of communication between home and school, Fullness of Life, Sexuality Curriculum, RRRR lessons, ReLATE and MHiPS. We feel that these programs and initiatives have directly impacted the improvement in student well-being at our school

Value Added

Staff have been supported to implement the RRRR, Respectfully Relationships Curriculum, participating in a 3 hour PL on this program with the Mallee Area, North West Victoria Region, Department of Education. We also participated in a full day of professional Learning with DOBCEL staff on the Fullness of Life Sexuality Curriculum.

We have successfully created a Well-being scope and sequence for our school to ensure best practice wellbeing practices are consistently covered at Tier 1 from F-6. We have also introduced a number of interventions for at risk students as identified in the weekly PULSE wellbeing survey.

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Student Satisfaction

Every week our students complete a well-being survey called EI PULSE.

This builds a picture over time of the overall Wellbeing of our students.

This year's EI Pulse date indicates improvement in the following areas:

Overall, Student well-being is up by .2 to 7.9/10

We have had improvements in 5 out of the 6 domains:

Students feel Safe and Valued, up by 0.1 to 8/10
Material Basics: Up by 0.2 to 9.1/10
Health (including social-emotional health) up by 0.2 to 7.2
Learning score continues to be high at 8.1/10
Participating is up .5 to 8.3/10
Positive Sense of Identity and culture is down 0.1 at 7.5/10

Student Attendance

Students are expected to attend school during normal hours unless there's an approved exemption. St Joseph's uses SIMON, a learning management system, to monitor attendance, which is accessible to the school, students, and parents. School Staff mark the roll through SIMON at the beginning and end of each day. Attendance is recorded on semester reports, and parents are expected to provide explanations for absences.

Average Student Attendance Rate by Year Level	
Y01	91.24
Y02	90.18
Y03	94.05
Y04	87.76
Y05	91.07
Y06	86.61
Overall average attendance	90.15

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Leadership

Goals & Intended Outcomes

To build the shared leadership capabilities of all staff in order to enact St Joseph's Vision and Mission.

Achievements

In 2025, our school leadership team consisted of the Principal, Curriculum Leader, Learning Diversity Leader and Unit Leaders. This team meets fortnightly to discuss the implementation of the key priorities in our Annual Action Plan and consult with the Principal on a wide range of school-based issues. This has ensured that decisions made are reflective of the whole school, rather than just the executive team.

I would like to thank our Leadership Team, Mrs Janice Divola, Mrs Hanna Byrnes, Mr Dylan Darby, and Mrs Nadine Williams for all of their continued leadership, support and commitment throughout 2025.

2025 has seen the achievement of our Annual Action Plan goals with significant improvement in the school environment and improvement in the quality of Literacy instruction and learning outcomes. While staff have noted that workloads have been high, the overall well-being of staff and students has been enhanced.

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Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
Professional Learning undertaken in 2025: CPR, Asthma, Anaphylaxis training RRRR, Respectful Relationships training Structured Literacy Professional Learning UFLI _ Phonics Instruction Maths with Michael Ymer Explicit instruction in Maths with Brendan Lee Sexuality Curriculum- Fullness of Life Diocesan Principal Gatherings Zone and local Principal Meetings Religious Education Leader Professional Learning Work with James Anderson on Student Learnership Laudato Si with Sarah Page ECSI intensive course	
Number of teachers who participated in PL in 2025	11
Average expenditure per teacher for PL	$1955.00

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Teacher Satisfaction

According to our 2024 Staff Insight SRC data, we have had significant improvements in the school organisational climate with improvements in individual morale, school morale, school and individual distress, supportive leadership, role clarity, teamwork, empowerment and ownership, recognition and appraisal and student management. The school's teaching climate has remained similar to its 2022 scores with a slight drop in student behaviour but an improvement in student management.

Our 2025 yearly Summary Data from EI Pulse indicated that our staff have a positive experience of work and feel well supported. Staff are, however, still reporting little time to recover at work or at home and work overload.

School Validation and Review Panel Commendations:

• commitment to Professional Learning Teams that are data-driven to ensure high levels of student learning outcomes for all.

• commitment to building a culture of feedback/learning for all staff.

• ongoing work in continuous improvement in curriculum delivery.

Teacher Qualifications	
Doctorate	0
Masters	1
Graduate	4
Graduate Certificate	1
Bachelor Degree	10
Advanced Diploma	2
No Qualifications Listed	1

Staff Composition	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	14
Teaching Staff (FTE)	8.04
Non-Teaching Staff (Headcount)	10
Non-Teaching Staff (FTE)	6.1
Indigenous Teaching Staff (Headcount)	0

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Community Engagement

Goals & Intended Outcomes

The school actively seeks ways to enhance student learning and well-being by partnering with families.

Achievements

St Joseph's actively fosters strong partnerships between home, school, parish, and the wider community to enhance student learning and wellbeing. We recognise that learning is strengthened when families are supported as partners in education and work to maintain open, respectful communication through platforms such as Seesaw, Schoolzine, PAM/ SIMON Everywhere, and social media.

Our Learning Diversity Leader collaborates closely with teachers, parents, and our Allied Health team, including Speech Pathology, Occupational Therapy, and Pastoral Care, to support individual student needs through Program Support Group meetings and tailored learning plans. Partnership agreements with NDIS providers are developed with clear expectations, communication, and ongoing monitoring.

Throughout the year, St Joseph's has strengthened community connections by participating in the Red Cliffs ANZAC Day service, local Christmas Carols, parish events such as the Festa of Our Lady of the Rosary, and outreach to Jacaranda Village. Our school choirs and Marimba Band proudly represented our school at the Mildura Eisteddfod, achieving outstanding results.

Highlights also included our Mother's and Father's Day breakfasts and Grandparents' Day celebrations, which brought our community together in faith, gratitude, and joy. The School Advisory Council continues to meet regularly, offering valuable insight and support in the spirit of ongoing improvement.

Throughout 2025 we have dedicated a staff member to teach sustainability from F-6. We have also completed Professional learning with Sarah Page from DOBCEL on Laudato Si, planning a project for implementation in 2026. Our school is committed to embedding sustainability in all we do, encouraging real-life learning, caring for our environment, and using resources wisely. Guided by our Catholic values of service and justice and Pope Francis's encyclical Laudato Si, we aim to make a positive difference for our world today and for future generations.

This year, our community engagement experiences have included:

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Student Led Conferences
Beginning of the year Family Picnic and STOMP performance
St Pat's Day Project Compassion Fundraiser
Mother's Day Breakfast
Catholic Education Week Mass at St Joseph's College, Mildura
Fortnightly Assemblies
Open Days
Grandparents Day
Students performing and reading at the community ANZAC Day Ceremony at Barclay Square
Father's Day Breakfast
Cross Country and Athletics Carnival
Enrolment interviews
Parent Information morning
Book Week Celebrations
Trivia Night fundraising event
Visits to Jaccarnada Village
School Masses

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Parent Satisfaction

The Insight SRC data that was collected in 2022 from staff, parents and students saw an increase in the Community Engagement Aggregate Index from 90.3 to 91.2. As a school, we provide many opportunities for parents to be informed about what is happening in the school and provide many opportunities for parents to engage in the life of the school and support their children's learning.

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.sjredcliffs.catholic.edu.au

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