



Melbourne Archdiocese
Catholic Schools

2025

Annual Report to the School Community



St Joseph's School

17 Martin Street, CRIB POINT 3919

Principal: Mrs Gab Espenschied

Web: www.sjcribpoint.catholic.edu.au

Registration: 1260, E Number: E1115

Principal's Attestation

I, Gab Espenschied, 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 31 Mar 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

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Growing Together in Knowledge, Faith and Friendship

St Joseph's aspires to be a school of excellence building knowledge, faith and friendship

KNOWLEDGE- We aim to empower the school community with skills and attitudes to recognise, create and participate effectively in a changing world.

FAITH- We aim to foster an environment where the Catholic Faith is celebrated, communicated and lived, in a spirit of respect for the dignity of each person.

FRIENDSHIP- We aim to develop a caring and supportive school where all members of our community experience a sense of belonging and each individual uniqueness is valued and nurtured.

School Mission "Education through Inspiration, Innovation and Compassion".

School Overview

St. Joseph's school, Crib Point, first opened in 1927 to provide a Catholic Education for children of Defence Force families. St. Joseph's school is situated in a small coastal community on the Mornington Peninsula and belongs to the Parishes of Westernport and HMAS Cerberus. Enrolments are drawn from Crib Point, Bittern, Somers, Balnarring, Shoreham, Point Leo and HMAS Cerberus community.

Learning is Life! Our school is based on a landscape of positive learning experiences where we promote students making sense of the world around them, knowing themselves, their identity, and their beliefs within a context of their faith and being inspired and committed to craft their future with optimism and hope.

Each individual is at the centre of all that we do - developing a love of learning, a strong sense of self and the skills and attitudes to be successful in a changing world. Our Catholic school is a community where positive relationships and belief in people are at the core of what we do. We believe in the promotion of positive education where wellbeing and learning connect ensuring the flourishing and growth of each individual. We believe that building an understanding of self and wellbeing is as important as academic pursuits.

We respect the dignity of every person in our community. We promote and value that each person is an individual, diverse and different in his or her own way. "Every individual has a personal narrative- experiences that colour what they question, the answers they seek, the possibilities they see, and the ways they come to know the truth." (Horizons of Hope 2015)

In our Contemporary world, we recognise the importance of the development of the whole child- spiritually, intellectually, morally, physically, socially and emotionally. Within this ever-changing world we strive to ensure our children are enlivened by the life of Jesus and have a strong sense of respect, compassion and justice.

We promote our students constructing their own beliefs and building character to live a life full of hope and meaning. We encourage our students to continually explore, question, wonder and create inciting curiosity and thinking about the world around them making meaning and understanding.

Learning to learn, partnering to learn, collaborating to learn, connecting to learn, contributing to learning are our key drivers building a wonderful culture of learning for all in our community. We believe that every person in our community is important and deserves the best opportunity to grow and learn by providing access and equity to all regardless of their needs.

We are committed to the highest of expectations based on data and evidence promoting growth and success for every person. We promote the achievement of high academic standards through the connection of learning and life where students can make the necessary meaning from their learning. We promote our students being drivers in their learning and being active citizens committed to making a difference and crafting the world around them. By providing students with the Know, Do and Be of learning our students can develop an understanding of the world, a sense of self and the necessary dispositions and actions to be confident, curious, creative and committed to ensuring the very best learning for their future.

Principal's Report

2025 was a wonderful year of learning at St. Joseph's where we continued to take the opportunity to really dive deeply into an inquiry around where we were currently at in our school and what areas we need to amplify and put a lens over moving forward. At St. Joseph's we use the Helen Timplerly spiral of Inquiry across all areas in our school to truly discover who we are, what we are achieving and where we need to focus on.

We ensured our vision of growing together in Knowledge, Faith and Friendship was present in all that we did throughout the year as we continued to ensure our students make meaning of the world around them, know and understand themselves and feel passionate and motivated to take action and put all of their wonderful learning into practise.

The number one priority continued to be on the equity and excellence of the Vision for Instruction for all of our students. We focussed on fine tuning our explicit teaching model and striving for consistent pedagogical practices across the school. We continued to keep a focus on consistency in our school and on our big question of: Who are we as a learning and faith community?

This question took on many varied meanings through 2025 as we had a high priority on consistency and explicit teaching in all subject areas. Our Initialit program continued to be a highlight of our junior school and our senior school loved the introduction of the novel studies where there was a buzz around which book they were reading and high motivation seen from our students. From this we inquired into what was best practice in our school and are now embedding these resources into our explicit teaching across all areas including humanities with the opportunity to transfer this information into practical real life examples. Our focus on cognitive science and the learning process continues to be a major focus along with ensuring students have the opportunity to shine and flourish putting learning into action through many wonderful experiences.

Our big question in our school improvement plan for our students continued to be : Who am I? How do I flourish and enrich the world? In 2025 we had a high priority on ensuring every student made the recommended positive growth in their learning. We had a priority on ensuring there were no interruptions to the Literacy and Numeracy blocks and that teachers had the necessary time for data collection, analysis and subsequent differentiation to each child's program. We were very proud to be recognised for the proficiency and growth in our Naplan data particularly our Year 3 data which showed excellent growth across all areas.

Each person's personal narrative and ways of knowing were at the forefront of our journey as we adapted and differentiated learning and support to ensure every student continued to grow both in their learning and as magnificent human beings.

Our school community went from strength to strength throughout 2025 and was a testament to the strong and positive relationships that were evident in our school along with a high priority on learning. We continued to co-design our learning experiences together with students, staff and parents contributing to a design that is contemporary in design, connecting learning and life in a meaningful way and relevant to every learner's needs.

Our three priorities from our school improvement plan were as follows:

Priority 1- Build high quality pedagogy and consistency

Priority 2- Data analysis and differentiated practice

Priority 3 - Student voice and agency in learning

This created opportunities for us to ensure we continued to embed a school culture for reciprocal feedback shared between students to students and students to teachers, along with developing student voice and agency through the building of assessment capable learners. We continued to take a deep dive into data and ensure our students are even more active in their learning.

Our priority on achieving academic excellence continued to be at the forefront of our work underpinned by our inherent belief that the home is the first school, school is the second home and the environment we create is the third teacher. We continued to build an environment and culture where wellbeing and support is imperative to provide a platform where excellence can be achieved.

We embedded our learning powers to continue to encourage our students to strive for excellence by making the best possible use of all of their talents and abilities. We believe good learners are knowledge critics and problem solvers who are motivated, persistent, resilient, and collaborate with others.

We had a high priority on ensuring consistency in our practise focussing on all staff following the plan we had co-created to ensure our students know what is expected, how this looks and what they need to do to be effective learners with a focus on routine and structure ensuring a safe and supportive learning environment.

There was so much to celebrate in 2025 at St. Joseph's as we continued to strive for excellence and continually redesign and contextualise the way we work ensuring every student can reach their full potential working in partnership with our parents, staff and community in inspiring ways.

I am so proud to be Principal of this wonderful school and all we have achieved in 2025.

Catholic Identity and Mission

Goals & Intended Outcomes

Priority: Developing opportunities to connect and celebrate the sacred story of our faith through the scriptures focusing on the life and teachings of Jesus.

Investigation: How do we strengthen and celebrate our faith community centred on the life of Jesus Christ providing opportunities for deep dialogue seeking meaning and understanding and growing with action to be people of faith?

Goals & Intended Outcomes

To develop opportunities to connect and celebrate the sacred story of our faith through the scriptures focusing on the life and teachings of Jesus.

Achievements

Throughout 2025, many examples of our faith in action were evident as the St. Joseph's community went into action assisting and supporting all members of our school community in significant ways.

Our Catholic Social Teachings were seen in so many ways as we recognised that we continue to have many vulnerable members in our school who required extensive support. St. Joseph's presented and connected faith in innovative and creative ways throughout 2025.

We continued to strive to be a dialogue and recontextualised model of Catholic Education. This included the continuation of our overarching Faith and Wellbeing overview. Each week we had a whole school theme connecting faith and wellbeing.

The school recognised the need of guidance as to best practice in the area of contemplative prayer. Further development in the space of Contemplative Prayer and Christian Meditations that would allow our students and staff to build a personal relationship between God and themselves. This would be authentic, meaningful, contextual and contemporary. We inquired into the new curriculum resources for RE with a focus on planning for meaningful lessons including traditions, symbols and contemporary practice link faith to life.

Staff connected scripture to their inquiry concept ensuring faith is an interwoven learning experience for all students promoting dialogue, reflection and promoting students making meaning for themselves. Data from staff reflections and discussion demonstrated that staff continues to have a strong belief in connecting faith through life experiences using Catholic Social teachings as a connecting point between scripture, sacred story and faith in action.

Value Added

In Term 1 the school community gathered to celebrate the Beginning of the year School Mass. We had a large majority of the families attend. A social BBQ was held at the end of Mass to welcome all the new families to the school community.

Our Sacramental Program began with the Year 3 reconciliation which was held at St Peter's Shoreham where we continue to form a positive and faith filled relationship with Parishioners.

This was followed by the yr 4 community gathering to share a meal together as Jesus did at the Last Supper. This was a symbolic way for the parents and students to begin their preparations for making their First Eucharist and was a lived experience for all involved. We provided the same format for our Confirmation students enjoying a wonderful dinner together with the Sacrament being introduced throughout the night.

In October there was a Blg Food Drive to celebrate Mission Month. The Social Justice student leaders worked closed with our social justice leader to make up Hamper Packs and deliver them to the local St. Vincent De Paul Society in Hastings.

The Mini Vinnies student team met regularly with the 3 Parish Schools to develop future plans for Mini Vinnies funded projects. This was the start of a wonderful project kindly supported financially from a donor associated with our Parish. The sessions were held at each of the Parish Primary schools and included members of our Parish, members of the local Hastings branch and a facilitator from St. Vincent De Paul Association. This gave our students a positive focus on the way we will continue to value the important Catholic Social work in our school.

Our end of year Mass was a special occasion and the Prep Nativity was a highlight of the year with our littlest members of our school telling the story of Christmas in such an innovative and entertaining way.

We continue to develop and plan our Contemporary Faith curriculum and our morning reflections and prayers in the classroom were meaningful and faith filled.

Learning and Teaching

Goals & Intended Outcomes

To embed a depth of understanding of effective pedagogy, leading to consistency in high quality teaching and learning practices across the school especially in Mathematics- number in Year 3-4

Use formative assessment approaches to check for understanding, track progress and adjust teaching to meet student needs.

Using our understanding of learning process and cognitive science students will be more active in the learning process and set goals and articulate their learning.

Achievements

Throughout 2025, St. Joseph's continued to work on embedding a highly professional learning design based on the Vision for Instruction. This included ensuring an explicitly taught consistent understanding of our learning philosophy at our school and the execution of this learning design with many strategies and processes automatised across the school. We continued to focus on teaching students how to learn and positioning them as active learning partners.

There was a strong focus on explicit teaching of basic skills and ensuring our school is in line with the new Vision for Instruction model as part of the MACS 2030 strategy. This was evident in the many explicit teaching examples such as our Maths fluency bricks, our Initialit program, and the many OCHRE teaching resources and walkthru strategies used across all classes. This included embedding the practise of our daily reviews, along with comprehensive work on the science of learning and the importance of embedding learning into the long-term memory, making schemas to ensure students can connect and utilise learning effectively. We also embedded the novel studies in our senior literacy through OCHRE to build their fluency, grammar, spelling and comprehension skills.

We focussed on our teaching staff embedding the practises outlined in the co-created learning design and plan that we have been working on for many years.

St Joseph's School has a philosophy of learning that is evident throughout the school. The school offers a wide range of learning opportunities for students, using the students' backgrounds and the school's local context to engage them in meaningful learning opportunities. With direct links to Indigenous culture, each year level has an overarching theme that relates to the context of the local environment, where the focus for student learning is living and connecting to the local community. The school's science program is supported by Western Port Biosphere, Oz fish, the Dolphin Research Institute, and the Mornington Peninsula Shire.

Investigations include mangroves and their importance in Western Port Bay, growing produce in the school garden that is used in the Café or sold at the school's produce stall and developing deep understanding of Aboriginal and Torres Strait Islander histories, cultures and languages while establishing culturally safe practices throughout the school.

In 2025, we continued making deep learning and connections across learning communities and with the wider community using our learning community STEM themes as outlined below.

Foundation- Making Moments Matter

1/2 - Living Communities

3/4 The Sea is our Best Friend

5/6 Be of Service to Others

We also held a highly successful and exciting STEM expo day where six other Catholic schools attended sharing ideas that make a difference in the world and showcasing the high level of skills our students have in the areas of design, innovation and action. This was a wonderful example of MACS Vision for Engagement with an absolute buzz in the room and students working collaborately across schools to make a difference in our world.

By learning to learn, connecting to learn, collaborating to learn and partnering to learn we were able to ensure students were applying and consolidating our school's learning process and making connections with real life problems.

We continued to embed the Teachers as Co Learners (TCL) language model, with all staff and students building their Indonesian language vocabulary and code switching. We followed the TCL scope and sequence introducing new language and engaging students in

opportunities to practise their conversational language and welcomed three visitors from our sister school in Indonesia to share language and learning with our school.

We focussed on being better able to monitor and track growth in student learning throughout a unit or term as a priority for their own professional learning. Teachers embedded effective student tracking documents to ensure growth for every student. Classroom observations and explicit feedback processes continued with leaders of learning observing and providing ongoing specific feedback throughout the year.

A focus on data hour continued to be a high priority with individual teachers meeting with a leader of learning to discuss student data and keep a focus on ensuring growth for every student. Updated assessment and tracking tools with a focus on student growth continued to be best practice in our school. Teachers connected deep learning and understanding to the principle of stretching and challenging learners and focussed on enabling students to become assessment-capable learners.

We continued to focus on the dispositions of our learners, recognising that learning includes how we feel, how we think, how we learn with others and how we manage the process of learning. We introduced our revised learning powers of highlighting the importance our learners being: Flexible, Creative, Problem Solvers, Resilient, Collaborative, Motivated and Curious. These Powers were introduced through a picture storybook written to connect our powers to common and endangered animals in our local area.

Discussions with leaders and teachers indicated that having leaders of learning assisting planning and working closely with teams has been effective in supporting staff to continually improve their teaching, as well as increasing the consistency of teaching practices across the school. Relational trust within the school was described as being very high, and St Joseph's inclusion of feedback from staff, students and parents within their inquiry approach to school improvement is a demonstration of their strong belief in and commitment to Joseph's being a learning community. Achievements in the area of Learning and Teaching included the following:

A high priority in 2025 on ensuring every child made positive growth with a focus on Mathematics. This was approached by leading teachers through an inquiry spiral and investigation into best practice in Mathematics. Our Fluency in Mathematics is based on research and data, along with the expectation of implementation of this policy and consistency in practice, including the implementation of our fluency bricks, allowing students to track their learning and set goals. This continued to be a focus in 2025 as we strive to ensure the students proficiency is of the highest growth.

Continuation of the implementation of the Intiallit literacy program from F-2 and OCHRE novel studies from 3-6 were a focus ensuring progress monitoring and reactive teaching based on data and evidence.

Our Joey's Club transition continued fortnightly from Term 3 ensuring our newest community members were ready to commence their journey. This included many parent sessions where we shared our learning philosophy and design.

We were guided by the implementation of the 2030 MACS learning strategy highlighting our explicit teaching approach across all areas of the curriculum and then making connections with learning to further embed the learning in our long-term memories.

Through deepening our staff's knowledge of the science of learning we have implemented consistent routines, language and teaching practises from Foundation to Year 6. This will continue to be embedded throughout 2026.

Student Learning Outcomes

In reading, our 2025 NAPLAN data showed a mean of 480 for our Year 3 reading, exceeding the state mean of 417. Our Year 5 data was slightly above the national mean with a score of 495. In the junior school, we have embedded the use of the Initialit program, which has continued to strengthen our Year 3 data. In the senior school, we have implemented the use of Ochre novel studies and look forward to continued growth in our Year 5 data in 2026.

In 2025, for writing our Year 3 data showed a mean of 466, exceeding the state mean of 423. Our Year 5 data had a mean score of 495, meeting the state mean. Our students showed a proficiency rate of 80%. We will continue to inquire into our senior school writing approach to ensure growth in this area.

In spelling, Year 3 had a mean score of 468, above the state mean of 414, and a proficiency rate of 94%. Year 5 data was slightly below the state mean and had a proficiency rate of 72%. This will continue to be an area of inquiry for Year 5 in particular.

In grammar and punctuation, Year 3 data showed a mean of 511, well above the state mean of 422 and had a proficiency rate of 88%. Year 5 was lightly below the state mean and had a proficiency rate of 62%. The Initialit and Spelling Mastery programs have continued to strengthen our data in this area.

In Numeracy, Year 3 had a mean score of 482, above the state mean of 418, and a proficiency rate of 100%. Year 5 data had a proficiency rate of 82%, resulting in a focus on embedding daily review practise from Foundation to Year 6.

Our PAT data has continued to show improvements and we will strive to ensure all our students have the highest learning outcomes in both Numeracy and Literacy.

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	*	*	*	*
Numeracy	Year 3	*	*	*	*
	Year 5	*	*	*	*
Reading	Year 3	*	*	*	*
	Year 5	*	*	*	*
Spelling	Year 3	*	*	*	*
	Year 5	*	*	*	*
Writing	Year 3	*	*	*	*
	Year 5	*	*	*	*

*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 develop children's understanding of themselves, who they are and how they can belong, connect and grow.

Using our understanding of learning process and cognitive science students will be more active in the learning process and set goals and articulate their learning.

Achievements

In 2025, we continued our focus for students on Who am I? How do I flourish and enrich the world?

At St. Joseph's we have had a high priority on our students developing strong social emotional capabilities. In order for students to flourish and shine we are constantly seeking to understand the individuality of the student, how they make sense of the world, their identity, beliefs, ways of thinking and the many cultures they try to navigate through their unique understanding of themselves and the world around them.

The continuation of our whole school faith and wellbeing theme really was a highlight of the year. This guided our approach ensuring all of our community benefited from our highly professional frameworks. Our whole school wellbeing journal continues to be a wonderful resource for every student in our school. This is the 5th edition of the well-being journal and daily reflections using our school tool kit and other strategies allowed for mental health and well-being support on a daily basis. Weekly wellbeing meetings with both our wellbeing and adjustment teams ensured all students were being monitored and supported.

Tier 2 interventions were implemented across the school and were targetted at specific needs arising from data and evidence from Tier 1. At a Tier 1 level in the classrooms we had a significant focus on using the St. Joseph's social emotional tools, strategies and procedures to embed a consistent approach across the school to ensure we were building strong social emotional capabilities and the strategies and action necessary if students are not feeling okay. This included implementing many take a break zones across the school, teaching students the action plan from our positive behaviour approach.

Our wellbeing/discovery space continued to be a space where students can go and be supported to regulate, reset and re enter the learning environment. We commenced the BE YOU program which was highly successful with students who may have school refusal and high social emotional needs. This program is a strength based program focussed on building trust and a strong sense of self.

In 2025, the Making Moments Matter approach guided our Joey's transition program. Families were invited to attend Joey's Club sessions to learn about ways they could engage with their children and make different moments matter. Family Friday also invited parents into the classroom, and children taught their parents a range of different maths games.

In 2025, we further developed student leadership opportunities by working building on our student action teams and exploring further opportunities for leadership at school and in the local community. This continues to go from strength to strength with the students feeling a deeper connection and sense of belonging to their teams.

Explicit teaching of social emotional capabilities was a high priority using the domains articulated in the Victorian Curriculum; Self Awareness, Self Management, Social Awareness and Social Management. We continue to use a variety of Social Emotional Strategies on our school tool kit to support students. All students have a learner profile based on John Munro's Ways of Knowing and all students are tracked on the social emotional continuum.

Children were also explicitly taught and can articulate the Know, Do Be of our Positive Behaviour Approach. Staff attended Professional Learning specifically related to our Wellbeing Approach to ensure consistency across our school in the use of language and actions related to positive behaviour.

St Joseph's Wellbeing Strategies continued to be displayed in each classroom - Problem Solved, REACT, our social emotional tool kit, and most importantly our Know, Do Be of positive behaviour. This has ensured a whole school approach to Social Emotional Learning as well as consistent expectations across the school.

Strategic individual support was implemented across the school on a needs basis as part of our Wellbeing intervention. This included programs and strategies such as - MPower girls, Revved up, anxiety groups, friendship groups, Canine Comprehension and therapy, Drum beat and Art and Garden therapy.

Lunchtime activities continued to be held every day to ensure extensive support in the playground. All playground incidents were recorded, analysed and acted upon to ensure intervention is in place for children showing vulnerabilities.

The health and wellbeing of all our community continued to be a high priority and was evident in activities such as our focus on healthy nutrition with our wonderful community garden and Cafe program.

Our Defence Force Transition aide also assisted with the implementation of wellbeing initiatives and supported all students with their transition to and from St Joseph's.

Value Added

- Revamping and updating of the WB journals - more targetted and updated based on student, teacher and parent feedback
- Play is the Way - Play training program - to continue to foster and strengthen healthy relationships, is a pro-active anti-bullying program.
- Works by directly involving students in creative student-led play at school lunchtimes and recess. Year 5 students were taught how to run play sessions with younger students.
Explicit sessions - Sessions may also be run in the areas of student safety and wellbeing online, Seasons, Respectful Relationships, Healthy Mind and Healthy Body. Class meetings linked to weekly faith and wellbeing focus
- Explicit SEL lessons linked to SEL trackers
- Lunch time activities - dance, chess, table tennis, running club, craft.
Social and emotional tools (toolkit) unpacked further with student voice included (unpacking of I can statements - Mind Master I can..... students helped to create some of these).
Labyrinth - continued to be used as both a faith and well-being tool
- Chaplaincy program continued to be implemented and is a highly valued resource in our school.
- User B assessments conducted for targetted SEL interventions
- I wish my teacher knew box utilised across all classes to ensure strong student voice
- Child Safety focus with a Review of many policy and procedures
High focus on ICT in particular Cyber Safety
- Take a Break Zone's updated and reviewed at a Tier 1 and 2 level
Positive Behaviour approach continued to be embedded across the school with specific LSO training sessions to ensure consistency with all staff
- Professional Learning Team meetings on SEL, Positive Behaviour approach and Tool kit elements including planning and implementation

- Fortnightly Wellbeing slide show created for the whole school community, with links to Faith and SEL toolkit element
- Explicit teaching of Toolkit elements weekly SEL focus
- Specific and consistent SEL planners implemented with the SEL curriculum expectations unpacked and established
SEL trackers continued to be a focus along with student profiles based on the Ways of Knowing to ensure we understand each individual student in our school
- Reflection sheets revised to include emotional thermometer and other tool kit elements
Emotional thermometers in every learning space with a consistent check in expectation and procedure
Well-being lunchtime activities
Story Dogs program
MPower
Respectful relationships
Focus on Student safety in particular psychological safety
Continued practice of Mindfulness Meditation across the whole school.
- Weekly class meetings held to ensure student agency and responsibility
ESafety focus onsite and on the home learning site
Explicit teaching of 'Cybersafety' awareness.
Collection of Data- Absenteeism, Late arrivals, Yard Duty incidents, Reflection sheets filled in with students and staff.
- Respectful Relationships program scope and sequence developed to promote Student Safety and Wellbeing
Buddy program between Junior and Senior students
Continued opportunity for school choir membership
- Student leaders hosting weekly assemblies and school tours for prospective parents.
Transition Programs: Maintained regular communication between local kindergartens and regional secondary colleges.

ADDMHiPs

- Targeted Tier 2 SEL interventions run by an experienced team where staff work on SMART goals.
- MTSS process and procedures updated
- Fortnightly Newsletter item focused on the whole school faith and wellbeing overview
- Well-being data reviewed weekly (yard duty incidents, safety, attendance etc)
- attendance policy reviewed and updated
- Be You
- Drumbeat
- Family Fun Fridays - sense of belonging and family school partnership??
- Fire Carriers
- Breakfast Club
- Ways of Knowing interviews

- Care packages
- take home meals

Student Satisfaction

Student satisfaction continued to be positive in 2025 with our student satisfaction above 2025 MACSSIS student data average in almost every area.

We showed pleasing growth in Catholic Identity and Enabling safety.

We will continue to focus on school engagement and student voice and will gather additional and more regular wellbeing data in 2026.

Overall we are very proud of the 2025 student results with improvements from the previous year in all domains.

Student Attendance

Student attendance continues to be below MACS average and we are putting many wellbeing strategies in place to ensure our students are connected to school and feel a sense of belonging. We have extensive strategies in place in the mornings to support parents to bring their children to school and will continue to place a high priority on this area.

Average Student Attendance Rate by Year Level	
Y01	83.4
Y02	85.38
Y03	84.87
Y04	82.71
Y05	83.68
Y06	83.22
Overall average attendance	83.88

Leadership

Goals & Intended Outcomes

To co-create the conditions for every member of our faith community to learn, thrive and grow as they experience joy and a strong sense of belonging.

To learn and work together to develop a deeper understanding of high-quality learning and assessment designs together with strong pedagogical enactment that ensures the progress and flourishing of every child.

To provide an outstanding and stimulating environment with excellent resources to ensure every student thrives, grows and flourishes.

Achievements

In 2025, we continued to strive for an agreed and consistent whole school approach to pedagogy that enabled and expected all teachers to display high levels of competency and ensure growth for all of our students.

We focussed on our professional learning team meetings with all staff meetings being PLT'S with minimal operational tasks permitted. Throughout 2025, we continued to offer two after school PLT's and were very targetted in our approach to ensuring PLT's were focussed on Vision for Instruction and connected to our observation and coaching schedule.

We continued with our team planning facilitated by our leaders of learning and encouraged self-initiated informal dialogue in breaks and after school to ensure our curriculum design was of a high standard.

As adult learners, the teachers at St. Joseph's are very aware of what works for them as learners and co-create the conditions in which they learn.

We continued with our work on maintaining and developing a Performance and Development Culture at St. Joseph's school, with all staff engaging in the Action Inquiry Research projects in the best possible way. This included an in-depth self-analysis based on evidence and data. This was used to form the individualized goal for each staff member. All staff participated in a coaching session with the Principal and then an additional session with a member of the leadership team.

Teaching staff also engaged in continuous learning conversations with our leaders of learning team. Macssis data for 2025 demonstrated the strength of our performance and development

culture in our school. We are extremely proud of the staff data in 2025 showing growth in many areas of the survey with results above all MACS averages.

Explicit feedback was regularly given providing staff with valuable feedback from coaches. Student feedback was also a key strategy in teachers inquiring into their current levels of performance.

We provided a range of opportunities for coaching, mentoring and team teaching to improve classroom practice.

Teachers indicated that they appreciated being able to go to 'purposeful' professional learning and that there is a general perception that staff all share responsibility for actively contributing to creating a learning community at St. Joseph's. The environment at St. Joseph's is seen as one that motivated staff to learn, and most people thought that curiosity was highly valued, and that there was a 'big emphasis on being continual learners and professionals' in this school. We continued to build staff wellbeing to empower all staff to take responsibility for their wellbeing and their stress.

Staff were offered EAP support, and many staff also took up coaching sessions with leadership to set weekly goals and action plans. We had a wonderful staff conference at Presentation Sisters in Balnarring where staff went on an inquiry into our theme of Why Not?. Staff explored what this meant for care for self, care for others, care for students and care for community and the world.

Decision-making processes were improved with regular meetings for the curriculum team, consultative team, and staff wellbeing team, ensuring voice from all staff.

At the end of 2025 we embedded our program for learning leaders to ensure the learning across the school was equitable and excellent for all teachers to develop and fine tune their skills. We have two teachers participate in the HALT accreditation program and many others were involved in writing OCHRE units and the Walkthru program building effective and consistent strategies at a Tier 1 level.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
<p>We participated in a range of different professional learning experiences throughout 2025.</p> <p>Many professional learning experiences were held using a range of different modes building capacity in many different areas as outlined below:</p> <ul style="list-style-type: none"> • Staff participated in professional development around the topic of Vision for Instruction and the Science of Learning. • Staff participated in learning around the OCHRE resources. • Staff participated in learning around Walkthrus and check for understanding strategies. • Staff participated in learning around the topic of prayer and scripture. 	
Number of teachers who participated in PL in 2025	18
Average expenditure per teacher for PL	\$2367.00

Teacher Satisfaction

We continued to gather feedback on our learning and build our coaching, training and mentoring program.

Our MACSSIS data is something we are exceptionally proud of with results above MACS average in every area.

Our perceptions of the learning climate is at 90% along with staff leader relationships being at 92% and collaboration in teams at 94%.

Collective efficacy of staff is at 91% and student safety at 76%. Our positive behaviour approach will continue to be strengthened in 2026.

Feedback through emails, open forums, individual check ins and staff PLTs indicated that our staff felt extremely satisfied and grateful for all of the support they were provided with throughout the year.

Teacher Qualifications	
Doctorate	0
Masters	2
Graduate	2
Graduate Certificate	0
Bachelor Degree	15
Advanced Diploma	2
No Qualifications Listed	6

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	26
Teaching Staff (FTE)	18.39
Non-Teaching Staff (Headcount)	24
Non-Teaching Staff (FTE)	11.73
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

To co-create the conditions for every member of our faith community to learn, thrive and grow as they experience joy and a strong sense of belonging.

Achievements

Community remains a high priority in our school where we highlight the home being the first school and the school being the second home there to support our families in any way we can.

There continues to be vulnerable families in need in the school community and we continued to provide wonderful meals prepared by our brilliant chef Matt and many different hamper and care packages. During that time many different families were supplied with a Helping Hand of freshly cooked meals.

Play group continues to be a highlight of each week with up to 40 people attending and our beautiful natural school environment is buzzing every Friday morning.

The Cafe also continues to be a great initiative where community is strengthened and students flourish and shine bringing the Year 6 curriculum alive whilst being of service to others.

Through engaging parents in their students learning and in other learning opportunities such as the home learning site, see-saw, newsletters, assemblies and social media, parents became more aware in 2025 of the learning philosophies of the school. Parents spoke about the school's strengths in building a culture of learning together through collaboration and partnerships.

They highlighted initiatives such as the Mangrove project, Making Moments Matter, Dolphin Research, connections with local groups and family school partnerships, with recognition of it being a fun, motivating school. Highlights mentioned regularly were the sense that the school promotes a feeling of belonging and is a caring and happy place.

There was recognition that teachers at the school know their students well and all members of the school community are seen as learners and create a sense of welcome, which is evident in the daily meet and greet from staff.

The culture at the school was enhanced through activities such as House Spirit, Family Fun Fridays, sporting days and other events. Parents were also engaged in our monthly masses,

assemblies and presentations and these continued to be a high priority in our school throughout the whole of 2025.

There was a general feeling of great appreciation for all that was provided in 2024 to keep our community supported. Feedback was extremely positive and on many occasions, families articulated that there is a lot of care for people and education, with the school having a strength in ensuring everyone achieves success.

Parent Satisfaction

Feedback from parents were regular as parents communicated how amazing our team was throughout the remote learning period. Macssis 2025 data showed strengths in communication and family engagement being above the MACS average in almost all areas.

The parent data showed improvements across many domains with an overall 74%

satisfaction rating and a 86% school climate rating. School fit was rated at 80% and communication to 73%. We continue to value our parents and highlight the home as the first school and the school as the second home.

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.scribpoint.catholic.edu.au