



Melbourne Archdiocese  
**Catholic Schools**

# 2024

## Annual Report to the School Community



### **St Joseph's School**

39 James Street, NORTHCOTE 3070

Principal: Mary Kearney

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

Registration: 151, E Number: E1022

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## Principal's Attestation

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I, Mary Kearney, attest that St Joseph's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 12 Jun 2025

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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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When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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With faith at our heart, we believe every child matters and every moment counts,  
nurturing each one to grow, learn, and thrive.

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## School Overview

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The Sisters of Mercy in Arthurton Road, Northcote, originally established St Joseph's Primary School in 1893. In 1912 the Diocese purchased our present site and construction began soon after of a Church, Presbytery and Parish School. St Joseph's Primary School is set amongst some of Melbourne's beautiful historical landmarks in the inner, northern suburb of Northcote, 6km north of Melbourne's CBD.

As a Catholic school, we are proud and committed to the Catholic tradition, teaching and living out the Gospel in a caring community where Christian values are nurtured and celebrated.

We take pride in our caring atmosphere based on our family and community ethos. Our children are encouraged to be resilient, responsible and respectful by understanding that they, as individuals are cared for and valued for their unique qualities. There is a strong, positive sense of community, and we work together with a focus on ensuring that the needs of the students are our priority at all times. Promotion of a culture that inspires, challenges and prepares our children in a supportive school environment is evidenced in our commitment to quality education.

We provide a caring, safe, comfortable learning environment that values and respects the uniqueness of each child, so they can reach their full potential. Throughout 2024 we worked on a new school vision that is future-focused, grounded in our values, and shaped by the voices of our whole community. This process invited reflection on what matters most in our school—what we stand for, where we are heading, and how we want to grow together in a faith-based learning environment. Through consultation with staff, students, and families, we crafted a vision that is both aspirational and practical—something that inspires, guides decision-making, and genuinely reflects who we are, our faith values, and what we believe learning should look like for every child in our care.

We have leaders appointed to coordinate best practice in the following areas: Religious Education, Learning and Teaching, English, Mathematics and Wellbeing.

In 2024 our enrolment of 179 students was spread across nine classes. Our class structures consisted of 2x Prep class, 2x Juniors classes (Year 1/2), 3x Middle classes (Year 3/4) and 2x Senior classes (2 Year 5/6). We offered specialist programs in LOTE (Mandarin), Digital Technologies, Physical Education, Visual Arts and Performing Arts.

The School and Parish community work on the basis that we are one community therefore we support and encourage each other in all our endeavours.

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## Principal's Report

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It is with much pride that I present this annual report to the community. St Joseph's continues to grow as a vibrant and inclusive learning community where students are known, valued, and challenged to achieve their personal best. We are proud to be a learning community that aims to develop a strong sense of social justice and strives to help our children live their lives centered on the tenets of love, peace, tolerance, empathy and respect. We are a school where "Every Child Matters and Every Moment Counts".

In 2024, we entered the third year of our four-year School Improvement Cycle. Our 2024 Annual Action Plan created a focused, dynamic roadmap for improvement that enabled us to drive meaningful, sustainable progress in student achievement and overall school performance.

This year has seen a number of significant developments across the school. We have continued to strengthen our commitment to high-quality teaching and learning through a focus on evidence-based practice, curriculum clarity, and professional collaboration. Teachers have worked closely in teams to plan learning sequences aligned with the Victorian Curriculum, using student data to inform teaching and ensure every learner is supported and extended.

St Joseph's has continued to implement a framework that promotes an evidence-based inquiry approach to learning and teaching. The teaching staff incorporate ongoing monitoring and evaluation of student outcomes to ensure continuous school improvement and to empower students to regularly reflect upon questions such as:

- How are we going?
- How do we know?
- What would we like to achieve?
- What do we have to do to achieve these outcomes?
- How will we know whether we have achieved what we want?

In Literacy and Numeracy, we have seen pleasing growth across all year levels, reflecting both the dedication of our teaching team and the engagement of our students. The continued focus on student learning goals and "I Can" statements has enabled learners to better understand their progress and take greater ownership of their learning journey.

We have also invested in staff professional learning with a strong emphasis on feedback, formative assessment, and differentiated instruction. Our team's commitment to ongoing learning ensures that our school remains a dynamic and responsive environment.



Wellbeing remains at the heart of everything we do. Our staff have continued to nurture a culture of respect, kindness, and inclusion. Through our wellbeing programs and restorative approaches, students are supported to build resilience, develop empathy, and contribute positively to our school culture.

I would like to express my gratitude towards the staff for their unwavering commitment to the craft of teaching and the collective genius they impart on a day-to-day basis. They have worked tirelessly to ensure our students develop a strong sense of self-belief and set high personal expectations. Our teachers and support staff continue to see learning through the eyes of our students and collaboratively set goals for individual student success. Our team of educators work with students to determine the best pathway to achieve their goals and ensure continued growth along the learning continuum.

I would like to acknowledge the tremendous support that we, the staff of St Joseph's, receive from our parent community. Their positivity and encouragement throughout the year were greatly appreciated and inspired the teachers to continue to look for new and innovative ways to engage our students. At St Joseph's we pride ourselves on our ability to genuinely work in partnership with our families and together provide the best learning environment for the children in our care.

We are fortunate to have an active School Advisory Council (SAC) that provides continued support and relevant, considered counsel. I would particularly like to acknowledge the contributions of Raffaella Arico, the Chairperson of the SAC, for her sage advice and valuable guidance.

I thank our Parish Priest, Fr Shabin Kaniampuram, for the continued support he provides to all members of our community. Our sacramental program, together with Parish Masses to celebrate special occasions such as Mother's Day and Father's Day were great family and parish gatherings.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

#### Goals and Intended Outcomes

**Goal:** To establish a pedagogical framework that focuses on shared beliefs and understanding about evidence based teaching and learning.

**Intended Outcome:** That staff expertise in using the Pedagogy of Encounter approach to RE is enhanced.

### Achievements

Religious Education continues to be at the heart of our school's identity and mission. In 2024, we have deepened our commitment to nurturing the spiritual, moral, and ethical development of our students through a rich and reflective Religious Education program. We continued to build a shared environment that is permeated by a strong sense of welcome, where all members of our community are connected, where friendships are developed and nurtured, and where everyone feels valued.

Religious Education classes are strongly influenced by current contemporary learning practices that are heavily supported by The Horizons of Hope Framework to ensure that learning is dynamic and relevant to students and their families. Our learning experiences have encouraged students to make connections between faith, life, and contemporary issues, fostering a deeper understanding of their relationship with God, others, and creation. The integration of inquiry-based learning has allowed students to ask questions, wonder, and engage in dialogue as part of their faith journey.

Our strong sense of social justice continued to drive much of our faith journey. In collaboration with our REL, our School Representative Council (SRC) focused our efforts on helping those in need within our own and wider community by supporting the following social justice initiatives:

- Caritas Project Compassion appeal - gold coin trail and collection boxes in each classroom
- the donation of blankets in order to support the St Vincent de Paul Winter Appeal.

- participating in Socktober in recognition of World Mission Month - this is a unique opportunity for our students to amplify their voices and make a tangible difference in the lives of children in need, particularly in Mongolia
- Advent Christmas Tree Appeal - providing gifts to the less fortunate through St Vincent de Paul.

The Religious Education Leader (REL) together with the Leadership Team continued to work towards improving the Catholic identity presence in classrooms. Horizons of Hope and Pedagogy of Encounter continued to be used in planning and all classrooms prioritised a reflective 'faith space' space for prayer and for displays in rooms and corridors. We continued to develop teacher capacity in the area of Religious Education through facilitated planning with the REL and having the REL attend after-school PD sessions with all year levels.

This year, the Sacramental Program continued to be a significant focus, with students receiving the Sacraments of Reconciliation, Eucharist, and Confirmation. These occasions were marked with reverence and supported by families, parish staff, and the broader school community. Faith formation evenings for families were held to complement each sacrament.

### Value Added

The following was achieved throughout the 2024 school year:

- As a faith community, we celebrated Beginning of the Year school Mass & Ash

Wednesday Mass

- Special family Masses (Mother's Day, Father's Day, Grandparents' Day) celebrated and invitations shared via the newsletter, website and AUDIRI app
- Ongoing implementation of a robust Religious Education Curriculum
- Teachers shared Inquiry-style Religious Education lessons informed by The Pedagogy of Encounter
- Shared responsibility for the preparation of prayer and reflection at weekly staff meetings
- Whole school community liturgical celebrations, including Holy Week and Easter
- Participation in the local network leadership meetings for RELs at Saint Mary's Thornbury, St Anthony's Alphington and Holy Spirit Thornbury
- Growing connections and sharing expertise with peers from local schools
- Year 6 Graduation Mass and end of the School Year Mass celebrated as a community
- St Joseph's feast day celebrated with the wider parish community

- School liturgies for feast days
- Sacramental programs – Reconciliation, Eucharist and Confirmation
- Family sacramental evenings
- Prayer space in classrooms.

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## Learning and Teaching

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### Goals & Intended Outcomes

#### Goals and Intended Outcomes

**Goal:** To establish a pedagogical framework that focuses on shared beliefs and understanding about evidence-based teaching and learning.

**Goal:** To strengthen staff and student capacity while enhancing student engagement and empowerment.

#### Intended Outcomes:

- That staff will be proficient in the use of the pedagogical framework as a tool to reflect and refine their teaching practices.
- That student engagement and outcomes will be improved.
- That staff have the expertise to build learning opportunities for student voice, leadership and agency.

### Achievements

At St Joseph's, our commitment to providing high-quality, evidence-based learning experiences for all students has remained central to our work throughout the year. In 2024, we continued to refine our curriculum planning and instructional practice to ensure all learners are engaged, supported, and challenged. Teams planned weekly to ensure consistency across levels, and student data and growth was continually discussed and monitored. We continued to be guided and inspired by our Learning and Teaching Essence Statement:

***"We believe powerful learning is engaging and authentic. It seeks to challenge and inspire whilst catering to students' interests, passions and needs."***

Throughout 2024, we strengthened our focus on Evidence-Based Learning, with staff engaging in professional learning that deepened their understanding of the most effective influences on student achievement. Strategies such as feedback, explicit instruction, and learning intentions with success criteria were embedded across all levels to enhance student outcomes. Teachers also worked collaboratively to write curriculum content into student-friendly "I Can" statements, which have been used for tracking learning progression, supporting goal setting, and improving student ownership of learning.

A partnership was formed with Learning and Teaching Consultant Deb Sukarna to work with the staff on best practice in Writing.

We continued to be guided by our belief that every child can learn and thrive. The energy, expertise, and care of our educators ensured that students at St Joseph's are known, valued, and supported to reach their potential.

## Student Learning Outcomes

Student progress was tracked through the analysis of NAPAN data and the use of our internal assessment systems. All data has been collated in our online assessment platform Elastik to monitor gaps in student learning and track progress.

The Assessment tools used throughout 2024:

- PATM – Progressive Assessment Tasks – Mathematics
- PATR – Progressive Assessment Tasks – Reading
- Essential Assessment in Mathematics & trialled in English
- Synthetics Phonics Program - Little Learners Love Literacy – LLARS & LLAS data
- Writing samples marked against criteria aligned with the Victorian Curriculum
- Records of Oral Language.

These assessments enable us to plot students accurately on the learning continuum and ensure continued student progress is achieved.

The Year 3 NAPLAN data indicates our students are above state mean in Reading, Spelling and Grammar, and well-above in Numeracy.

The Year 5 NAPLAN data indicates our students are above state mean in Reading and Spelling.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	430	72%
	Year 5	500	75%
Numeracy	Year 3	444	80%
	Year 5	490	79%
Reading	Year 3	443	88%
	Year 5	531	88%
Spelling	Year 3	420	68%
	Year 5	512	79%
Writing	Year 3	420	84%
	Year 5	482	75%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

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## Student Wellbeing

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### Goals & Intended Outcomes

**Goal:** To strengthen staff and student capacity while enhancing student engagement and empowerment

**Intended Outcome:** That staff have the expertise to build learning opportunities for student voice, leadership and agency

### Achievements

At St Joseph's, the wellbeing of every child is at the heart of all we do. This year, we continued to prioritise a safe, inclusive, and supportive environment where students can thrive emotionally, socially, and academically.

Our whole-school approach to wellbeing is grounded in the principles of respect, empathy, and connection. Staff continued to implement proactive strategies to build strong relationships and create classroom cultures where every student feels seen, heard, and valued. The use of consistent routines, restorative practices, and positive behaviour support has helped reinforce expectations and strengthen student engagement.

As a school staff, we recognise that wellbeing impacts learning and contributes to the overall health and success of students. In 2024, St Joseph's School continued to consolidate a range of practices to support student wellbeing, particularly with a focus on School Wide Positive Behaviour (SWPB) and the Zones of Regulation. Other wellbeing initiatives across the school included mindfulness activities, Circle Time, student leadership opportunities, and social-emotional learning programs tailored to the developmental needs of each year level. We also provided additional targeted support for students who needed help with emotional regulation, social skills, or resilience.

On a fortnightly basis, student awards are presented to celebrate those who consistently demonstrate the SWPB values of Resilience, Respect, and Responsibility. These acknowledgements not only recognise individual effort but also reinforce the positive behaviours we value as a school community.

In 2024, we introduced the Respectful Relationships program as an important addition to our wellbeing curriculum. This program complements and enhances our existing practices, supporting students in developing emotional literacy, empathy, and respectful relationships, while promoting a culture of inclusion and safety across the school.



Classroom and playground Behaviour Management flowcharts that have been co-constructed with the students in all levels are used across the school to provide a consistent behaviour management approach.

The student leadership structure across the school aimed to develop leadership skills, provide strong student role models and include student voice. All grade six students hold a position of responsibility and wear a leadership badge.

Various other strategies were implemented or consolidated to enhance student wellbeing, which included circle time, mindfulness practices, restorative practices, brain-breaks, regulation support, and social and emotional or safety plans for students with behaviour needs. St. Joseph's School has always prided itself on striving for a positive school culture, one of which is highly inclusive, respectful and nurturing, contributing to the positive wellbeing for all in our community.

### Value Added

- Appointment of a school counsellor through Catholic Care - onsite 1 day per week.
- Participation in: Ride 2 School Day, Bullying No Way, A Day in May and Harmony Day.
- House Points Awards system - house points are awarded to recognise positive behaviour, kindness, collaboration, individual achievements (e.g. passing a music exam, competing in Chess Club) etc.
- Strategic use of calming spaces for students needing space and time for de-escalation and one-on-one staff support, reflection sheets and reflective meditation.
- Working with St Vincent de Paul - winter blanket appeal.
- NCCD data collectively stored securely on school drive - student files sorted and stored.
- PSGs and ILPS completed for students as required.
- All staff completed updated Anaphylaxis and Asthma management training.
- Continued implementation of the School Wide Positive Behaviour Support (SWPBS) approach to behaviour management across from Prep to Year 6
- Implementation of our expectations respect, responsibility and resilience to ensure our school is a supportive environment.

- Social Group meetings for junior students - facilitated by local O.T. and ESO trained counsellor
- Sharing of our Behaviour Matrix in the school newsletter and on display in our classrooms and yard areas.
- Weekly awards presented at School Assembly.
- Participation in CERES ResourceSmart Schools Program.
- Lunchtime passive play area providing access to alternative activities such as LEGO, chess and colouring in - this enables those students who do not want to be involved in physical activities, a quiet place to build relationships with like-minded peers.
- A clubs program offered during lunchtime which included the school choir, chess club (outsourced facilitator) and dance club (outsourced facilitator).
- Established meeting procedures and protocols for LSOs and teachers discussing individual needs.
- Developed plans / procedures / tools that are consistently used across school when identifying and tracking students at risk.
- 'Children of Concern Meetings' (CHOCS) ongoing agenda item of every staff meeting
- Adoption of the Respectful Relations Program from Prep to Year 6
- Personal Development program for grade 5/6
- Visit from local police - cyber safety, prep program, parent information sessions

## Student Satisfaction

### 2024 MACSSIS data indicated:

- Rigorous Expectation: 78%
- School Engagement: 53%

- School Climate: 51%
- Teacher-Student Relationships: 70%
- Enabling Safety: 58%
- Learning Disposition: 76%
- Student Safety: 55%
- Student Voice: 56%

## Student Attendance

An attendance roll is marked twice a day (am and pm) as per the normal school day. Parents are requested to provide in writing, or via the AUDIRI App, an explanation for non-attendance.

A pro-forma is provided for families to complete if there will be extended leave for family holidays. Parents will be contacted if regular non-attendance or extended absence information is not passed on to the school.

The Principal or the Office Manager will contact parents about any unexplained absences, on the same day, before 10am or as soon as practicable.

Average Student Attendance Rate by Year Level	
Y01	91.7
Y02	94.3
Y03	91.5
Y04	91.2
Y05	91.3
Y06	91.7
Overall average attendance	91.9

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## Leadership

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### Goals & Intended Outcomes

**Goal:** To establish a culture of feedback to improve professional growth at St Joseph's Primary School.

**Goal:** To strengthen staff and student capacity while enhancing student engagement and empowerment

**Intended Outcome:** That staff are engaged in collaborative reflection and are supported to refine their practice.

**Intended Outcome:** That staff have the expertise to build learning opportunities for student voice, leadership and agency

### Achievements

**The Leadership Team in 2024 consisted of:**

Mary Kearney - Principal

Kate Lynn - Deputy Principal / Learning and Teaching Leader

Bernadette Harney - Religious Education Leader

Ashlyn Keane & Bella Zacharioudakis – Learning Diversity Leader / Wellbeing

Minutes from Leadership Team meetings were shared with all staff via a Google doc to encourage communication and ensure transparency.

The Leadership Team worked tirelessly to enact our Annual Action Plan, implementing and embedding strategies to achieve our goals and targets. The Principal and Leadership Team ensured all policies, procedures and documentation met all compliance requirements to meet all VRQA standards.

**Our achievements include:**

- Participation in the MACS Agile Leadership professional learning series
- Focused Leadership team meetings
- Regular fortnightly meetings
- Engage in the appraisal process with the principal highlighting achievements and areas of growth
- Streamlined timetable and calendar
- Focus on Coaching - Peer Observation and Feedback process
- Remain within staffing allocation budget
- Timetable for part-time staff to attend PLT and staff meetings
- Continued Staff Professional Learning both personal and whole school
- Communication methods for all staff via the Slack platform and general business at staff meetings
- AUDIRI App used to enhance home/school communication.
- Six-weekly School Advisory Council (SAC) meetings - Our School Advisory Council (SAC) is a very active body and contributes effectively and authentically to the school community. The SAC is divided into sub-committees that work on project-driven foci to drive initiatives and implement positive change.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2024	
<ul style="list-style-type: none"> <li>▪ Respectful relationship – Morning Circles</li> <li>▪ HIT Strategies - Feedback/Rubrics/Learning Ladders</li> <li>▪ Reworking Curriculum Achievement Standards to 'I Can' statements in Writing</li> <li>▪ Writing success criteria / learning progression</li> <li>▪ Working with consultant Deb Sukarna on best practice in Writing</li> <li>▪ Unpacking English curriculum framework</li> <li>▪ MACS Agile Leadership program - Leadership Team</li> <li>▪ NCCD briefing sessions</li> <li>▪ Student Wellbeing Network</li> <li>▪ Learning Diversity Leaders Network</li> <li>▪ Deputy Principal's Network</li> <li>▪ Principal's Network</li> <li>▪ ICON workshops for school admin officers</li> <li>▪ CPR Training</li> <li>▪ Online Training: <ul style="list-style-type: none"> <li>◦ Anaphylaxis</li> <li>◦ Asthma</li> <li>◦ Mandatory Reporting</li> <li>◦ Disability Standards for Education</li> </ul> </li> </ul>	
Number of teachers who participated in PL in 2024	22
Average expenditure per teacher for PL	\$900.00

## Teacher Satisfaction

### MACSSIS staff data 2024 indicates:

Overall positive endorsement of the school - 71%

Student Safety - 76%

School Climate - 80%

Staff/Leadership relationships - 92%

Staff Safety - 69%

Psychological Safety - 70%

Professional Learning - 62%

Instructional Leadership - 68%

School Leadership - 70%

Collaboration around an improvement strategy - 73%

Collaboration in teams - 82%

Support for teams - 89%

Collective efficacy - 83%

Teacher Qualifications	
Doctorate	0
Masters	3
Graduate	1
Graduate Certificate	1
Bachelor Degree	7
Advanced Diploma	2
No Qualifications Listed	12

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	25
Teaching Staff (FTE)	20.7
Non-Teaching Staff (Headcount)	10
Non-Teaching Staff (FTE)	6.77
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

**Goal:** To strengthen staff and student capacity while enhancing student engagement and empowerment.

**Intended Outcome:** That students are empowered to be active participants in their learning

### Achievements

- School Readiness Program - Local kindergartens attend pre-prep phonics sessions. Senior students act as kinder 'buddies' and assist with the program implementation, supporting the kinder students to complete phonics-based activities. Program is facilitated by the performing arts teacher.
- Continued membership on the Darebin Education Network
- Continued participation in the Darebin Education Network's NAIDOC Yarning Conference (yr 5 students)
- Participation in the St Vincent de Paul blanket appeal
- Friday Markets - SRC led initiative - cake stall and sausage sizzle at the end of each term
- Harmony Day celebrations
- Fortnightly newsletter to ensure communication with parents
- The AUDIRI App to provide 'real time' communication
- The Seesaw App - ensures ongoing feedback to families about student learning
- Weekly assemblies
- Extracurricular events for students:
  - Tennis lessons
  - Music lessons
  - Dance lessons
  - Chess club



- Code club
- Kelly sports after school sports sessions
- Established Parent Reps for each year level
- Level Coffee Mornings - opportunities for parents and classroom teachers to meet
- Partnership with sustainability project... Jay - Edible Garden Bloke
- Biannual Art Show
- Prep Family Fun Night
- Melbourne Djembe - African drum and dance performance at school community picnic
- Mother's Day / Father's Day / Grandparents Day celebrations
- Fire Fighters visit - Preps
- Police Liaison Officer visits - cyber safety sessions P-6
- Community Trivia Night

## Parent Satisfaction

### **MACSSIS parent data 2024 indicates:**

Overall school positive endorsement - 77%

- Family Engagement - 56%
- School fit - 89%
- School climate - 91%
- Student safety - 89%
- Communication - 85% (MACS average 71%)

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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.sjnorthcote.catholic.edu.au](http://www.sjnorthcote.catholic.edu.au)