



Melbourne Archdiocese  
**Catholic Schools**

# 2024

## Annual Report to the School Community



### St Joseph's School

49 Stanhope Street, MALVERN 3144

Principal: Annabelle Marinelli

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

Registration: 1045, E Number: E1091

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## Principal's Attestation

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I, Annabelle Marinelli, 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 2024 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 13 May 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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Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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### Our Vision:

We instil the Gospel Values, in the tradition of the Catholic Church, as we develop caring and confident learners, equipped to be participants in a contemporary world.

### Our Mission is to provide:

- A safe, nurturing environment that develops each individual student spiritually, socially, emotionally, physically and academically
- A welcoming and inclusive learning community that recognises and respects each individual's unique qualities and heritage
- Opportunities to live out our faith through action
- An inclusive curriculum using innovative teaching strategies
- Developmental learning programs to challenge and actively involve all students
- Positive partnerships between school, home and Parish.

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## School Overview

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### School Overview

St. Joseph's Primary School, located on Stanhope Street adjacent to De La Salle College, has been a cornerstone of Catholic education since its establishment in 1889. Initially led by lay teachers, the school came under the guidance of the Sisters of the Sacred Heart in 1896. The current school building was constructed in 1917, with the Brigidine Sisters continuing the foundational work of their predecessors. Throughout its long history, St. Joseph's has remained deeply committed to its Catholic heritage, fostering a nurturing, faith-filled community focused on academic excellence and personal growth.

Today, St. Joseph's accommodates approximately 180 students and offers a broad, contemporary curriculum guided by the Victorian Curriculum. We are firmly committed to teaching 'the basics' with a strong emphasis on an evidence informed, knowledge-rich approach. Our staff are trained in evidence-based, explicit teaching practices aligned with the Science of Learning, ensuring every child builds a solid foundation in English and Mathematics. This early academic success nurtures confidence and long-term achievement through primary school and beyond.

At St. Joseph's, we believe that social-emotional wellbeing is as important as academic success. We offer a range of programs and practices that help students develop a healthy sense of self, resilience, and the ability to form positive relationships with others. Supporting student wellbeing is central to our vision of developing well-rounded learners who are equipped to succeed in all areas of life.

We take pride in providing a safe and supportive learning environment where every student is known, valued, and encouraged to achieve their full potential. Our exceptional educators work in close partnership with families to meet the individual needs of every learner, creating the right conditions for students to flourish. We are committed to ongoing professional development for staff, ensuring that teaching and learning remain at the highest standard.

The school features a range of facilities to support learning, including a well-resourced library, multi-purpose room, school hall, and outdoor spaces comprising two adventure playgrounds, a grassed play area, basketball court, and cubby houses.

Our parent community plays a vital role in the life of our school. Parents contribute generously by volunteering at school events, participating in the School Advisory Council, and supporting fundraising and community initiatives through the Parents and Friends Association. This strong partnership between school and families is essential to the welcoming and connected culture of St. Joseph's.

Above all, we hold the care, safety, and wellbeing of all children and young people as our highest priority. As Catholic educators, we are deeply committed to supporting the academic, social, emotional, and spiritual development of every student in our care.



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## Principal's Report

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### Principal's Report 2024

It is my privilege to present our Annual Report to the School Community for 2024. It is with great pleasure that the leadership team reflect on the accomplishments of the past school year at St Joseph's Primary School, Malvern. The 2024 school year witnessed all members of our community fully engage in many aspects of school life. It also marked the third year of our four-year school improvement plan.

We welcomed many new students and families into our school community during the 2024 school year, with 30 preps beginning their educational journey at St Joseph's, in addition to students joining our school community at other year levels. It is increasingly common for students to join St Joseph's at various year levels when they hear of the care we provide to our students as well as excellence in our teaching and learning programs, particularly in literacy and numeracy. The diversity and talents that students and families have brought to our school have further enriched our learning environment and further solidified our commitment to fostering welcome, and an inclusive and supportive atmosphere across all year levels.

Over the course of 2024, we have continued to ensure that the wellbeing of our students remains our first priority. Our school data continues to show that our students and families feel safe and valued in our supportive learning environment at St Joseph's. We continue to ensure that all members of our community experience a strong sense of welcome. We have a specialised Wellbeing Leader who explicitly teaches social and emotional learning and has led teachers in this space to provide programs that increase and support and promote students safety and wellbeing.

Our school clubs continue to meet the needs of our children's interests and have offered an opportunity to participate in activities during school break times. Our staff passionately share their interests with the children and have continued to run clubs such as art club, knitting club, chess club, quiet club, coding club and more, to offer experiences for those students who prefer the more quiet spaces during the breaks. St Joseph's have also continued to provide additional sporting opportunities for those students who enjoy competitive and team

games. We have continued to participate in both interschool and Dendy Sports competitions as well as offering activities such as karate, soccer and dance before and after school.

Once again, we are proud of our students' achievements throughout the year, which are supported and nurtured by the exceptional efforts of our staff. Our school's strong academic performance has continued to place us among the top-performing Catholic schools in the state's NAPLAN testing. These outstanding outcomes are a testament to the hard work, commitment, and determination to strive for excellence, exhibited by both our students and teachers, and strongly valued and supported by our parent community.

In the teaching and learning space, the Melbourne Archdiocese of Catholic Schools launched the Vision for Instruction in February 2024. This was an exciting time to be part of the Catholic education who are leading the way with excellence and equity in teaching and learning. The focus on Vision for Instruction was a priority at St Joseph's, and teacher learning and instruction focused heavily on the science of learning and explicit instruction and engagement norms, something that has been evident and embedded at St Joseph's for many years.

The Catholic identity of the school is evident and highly valued by students, staff and parents. Throughout 2024, we have continued to build strong links between school and parish and with the most heartfelt appreciation, I would like to acknowledge Fr Gallacher's contribution and faith leadership with our staff, students and families. Our Religious Education Leader has continued to strengthen our Catholic Identity and lead faith formation experiences in order to provide opportunities for staff, students and families to experience God in their lives.

Our school community is one of our greatest strengths. The partnership between school and family is a continued essential part of our success, ensuring that we work together for the benefit of the children entrusted to our care. In 2024, there were many initiatives that highlighted the values of community in our school. The SAC and P&F have continued to be two very active groups where consultation and collaboration are the key elements in working to support our school.

I would like to extend my heartfelt thanks to the members of the School Advisory Council, led by our Chair David Stegehuis, who have passionately, and with great care for our school, offered their unwavering support throughout 2024. Their guidance and dedication have been invaluable in shaping our school's progress. Additionally, our Parents and Friends

Association played a crucial role in strengthening community bonds and also raising more than \$50k to support infrastructure improvement in our school such as an upgrade to our playground. Their active involvement and commitment to our school have been instrumental in fostering a sense of belonging and togetherness throughout 2024.

Our Parents and Friends Association organised many fundraising and social events throughout the year such as the Mother's Day lunch and Father's Day golf event. One of the most anticipated highlights of the year was our biennial Art Show led by our specialist art teacher where all students from Prep to Year 6 created art works. This was a memorable event for our families as we showcased artworks created by our students. This event also involved a silent auction and raffle to raise funds for our school community. The art show was an unforgettable celebration of The Arts. Other events that provided opportunities for our community to come together in celebration, was the annual beginning of year picnic and carols event at the end of the year. As a school we also celebrated Harmony Day, with many of our parents sharing their talents and life experiences with our students to celebrate the cultural diversity of our school.

Over the course of the year we had a concentrated effort on school enrolments which resulted in 37 preps enrolled in Dec 2024 for 2025. Our Transition Leader led a playgroup and a pre-prep program. The response from the Malvern community was overwhelmingly positive, with all 2024 prep students attending the playgroup or pre-prep at different times. This initiative has fostered smoother transitions and ensured a strong foundation for our youngest learners. The Transition Leader and other members of leadership continued to visit all early years kinders to strengthen connections with early childhood settings. With 37 preps enrolled for 2025, we couldn't be more delighted with the continued growth of our school.

To enhance our facilities and create an even more conducive learning environment, we revisited the Master Planning process and submitted applications for Commonwealth and State Grants. Kennedy Nolan Architects has developed a comprehensive master plan for the improvement and expansion of our current buildings. This potential exciting development paves the way for an enhanced educational experience for our students.

Our Sustainability Leader has continued to work with students to keep our secret garden thriving. The team of students have continued to meet with our leader who has taken a holistic approach to promoting children's wellbeing through engagement with nature and the environment, creating an edible garden by planting and growing herbs, fruit and vegetables.

We gratefully recognise Acting Principal Cathy Mason for her leadership during what was a challenging time for the school community and we acknowledge the unwavering dedication of our leadership team and staff in providing a high-quality education to our students. Their passion, expertise, and commitment have significantly impacted our students' growth, wellbeing and success.

As we are completing the final year in our four year school improvement cycle, we look forward to the school review process towards the end of 2025, where we will be able to celebrate our successes and substantial progress we have made over the last 4 years, and outline the key priorities for our next 4 year school improvement cycle. We are hopeful that we will continue to be a high performing school, where wellbeing and learning are celebrated and our priority.

Finally, I extend our heartfelt congratulations to our students, the most important individuals in our school, who are at the centre of all our work. Their hard work, enthusiasm, and joy have made St Joseph's a truly unique place to learn and play. We are immensely proud of their achievements and look forward to witnessing their continued growth and accomplishments.

Once again, I extend my gratitude to the entire school community, Fr Gallacher and the parish, our families, our staff, and most importantly our students, for their remarkable contributions in making the 2024 school year a resounding success. Our community shares a tremendous sense of satisfaction for our achievements in 2024, and we are excited about the possibilities that 2025 will bring. We are committed to continuing the legacy of the leadership that has come before, and as we look to the future, we anticipate success in learning and wellbeing, for the full flourishing of all students, in a growing and vibrant community.

Annabelle Marinelli

Principal

St Joseph's Primary School, Malvern

School Advisory Council Report 2024

St Joseph's Malvern maintains a School Advisory Council (SAC). The SAC is a connection between the community and the school leaders. It supports and advises the principal on matters of importance to the school.

The SAC's specific functions include:

- articulating the school's vision and mission;
- promoting the school's Catholic ethos and culture;
- advising on school policies;
- advising on issues such as enrolments, school improvement plans, master plan and budget;
- reporting to the school community; and providing input to the annual report;
- working in collaboration with the Parents and Friends group and the committees of the parish; and
- assisting in the selection of a principal, when an appointment is being made.

The SAC comprises the school principal, the parish priest and parents/guardians. In 2024, we were pleased to work with Fr Michael Gallacher, the new parish priest, and critically, two acting principals: Martin Earl for term 1; and Cathy Mason who served for terms 2 to 4. It was also my first year as SAC Chair. As a SAC, we were focussed to support Martin and Cathy during what proved to be a year of preservation and renewal for the school.

In that context, we succeeded in continuing St Joseph's culture of welcome and connection; and in being a school where students learn together in harmony. Testament to these, during the year the school celebrated:

- its biennial Art Show, which showcases the students' artwork and offers special pieces for sale as part of a cocktail auction night, raising money for the school;
- school-wide social events including a welcome picnic and family Christmas carols hosted on site; and individual school class social events;
- a Mothers' Day morning tea and lunch; and a Fathers' Day golf event and dinner;
- "Footy Colours" Day, Grandparents' Day and similar;
- fundraising initiatives: legacy bricks, sustainable uniform shop; a Christmas bake sale, an Easter hot cross bun drive and a cake stall in September;
- Class liturgies and open-book mornings; and
- working bees.

All the while, St Joseph's continued its successful instructional teaching approach within a contemporary curriculum and together with specialist activities such as art, music, physical education and Italian language. Our NAPLAN results were excellent and the school was held out to others as an exemplar of modern teaching practice. Our teachers are engaged and supported in professional development. And during 2024, the school celebrated its connection with the parish via prayer, sacraments and masses.

We completed the year by participating in the recruitment of Annabelle Marinelli, our new school principal. We look forward to working with and supporting Annabelle to continue the school's progress while envisioning and creating new possibilities.

I thank my SAC colleagues for their time and contributions over 2024. Daniella Cachart and Kerry Cockburn stepped down from the SAC at the end of the year, as did Michael Hazell the outgoing P&F President. Courtney Jendra and Sasha Pausewang will continue with me on the SAC next year, together with two new members and two new P&F representatives. We look forward to an exciting 2025. St Joseph's is a happy parish primary school and excels in our children's education and faith guidance.

David Stegehuis

School Advisory Council Chair

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

Catholic Identity and Mission

Priority 1: Catholic Identity and Mission Goal:

To work as a faith-filled community to embody the principles of Catholic Social Teaching, nurturing global citizens and providing opportunities to make sense of faith within contemporary life and culture.

Intended Outcomes:

That faith, Catholic identity, and mission are nurtured, strengthened, and re-contextualised.

That staff will have a deep understanding of, and utilise, the Pedagogy of Encounter as a framework for re-contextualisation.

Achievements:

A strong emphasis has been placed on the Catholic Identity of the school, with a strong focus on our faith, beliefs and actions within the classrooms and the school community.

### Achievements

Achievements

Catholic Identity continues to be at the heart of our school, with a strong emphasis on embedding faith, beliefs, and actions across both classroom learning and broader school life. Guided by the Religious Education Leader (REL), staff used targeted planning tools to ensure Catholic principles were meaningfully integrated into teaching and learning. Our commitment to a holistic education—spiritual, academic, and personal—was reinforced through evidence-based instructional practices aligned with the MACS Vision for Instruction.

Students were actively involved in social justice initiatives, including the Malvern Emergency Food Program and Caritas Australia, helping them connect their classroom learning to faith in action. Staff deepened their own understanding of Catholic Social Teaching through professional learning opportunities, further enhancing the religious education experience for students.

The Sacramental Program was thoughtfully revisited, with classroom learning supported by parent information nights that began with prayer and created a welcoming space for all families. Opportunities for prayer were extended to the wider community through regular assemblies and school liturgies, fostering a sense of inclusion, unity and shared faith.

Each class attended Parish Masses twice per term, giving students regular opportunities to participate in liturgical life and strengthen their connection to the Church. We also used digital platforms, such as the school newsletter and Class Dojo, to communicate updates on Catholic Social Teaching and promote family involvement in faith-based activities.

Collaboration was prioritised, with our Principal and REL attending meetings with the RELs and Principals from our neighbouring parish schools, facilitated by our Parish Priest, Fr Michael Gallacher.

### **Value Added**

#### **Value Added**

Collaborated with the Parish Priest to guide faith formation for students in the Sacraments, strengthening the bond between school and parish.

Fostered parent engagement by inviting them to participate in liturgies and faith formation evenings, involving them in the spiritual life of the school.

Incorporated Catholic Social Teaching and prayer into staff meetings, promoting the spiritual growth of the team.

Integrated Catholic teachings into lessons, helping students live their faith through service and learning.



Organised Retreat Days for Sacramental students, inviting parish students to join, deepening their connection to Catholic faith.

The REL supported Sacramental classrooms, ensuring that Catholic principles guided the preparation for Sacraments.

Offered parents opportunities to attend liturgies and prayer sessions, deepening their involvement in faith activities.

Led social justice initiatives, including the Malvern Emergency Food Drive and CARITAS Lent collection, to put faith into action.

Engaged the community in liturgies, like Holy Week and Sacramental Masses, to strengthen Catholic identity through shared worship.

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## Learning and Teaching

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### Goals & Intended Outcomes

Learning and Teaching

Goals & Intended Outcomes

Priority 2: A High-Performing Learning Community

Goals:

Our school is committed to fostering a culture of high expectations and continuous improvement. We have embedded rigorous, evidence-informed pedagogies to ensure both students and staff are challenged to meet ambitious improvement targets. Staff collaborate regularly, using data, feedback, research and shared responsibility to drive strong academic growth across the school.

A key strength of our professional community is a strong sense of collective efficacy. Teachers consistently use student learning data to inform their decisions and refine their practice. Through ongoing engagement with high-quality educational research, staff are building their capacity to lead learning, monitor impact, and embed best practice in the classroom.

### Achievements

Achievements

Differentiation remains a strong focus, with teachers ensuring that all students are taught at their point of need — including targeted strategies for high-achieving learners. This approach supports our overarching goal: to challenge every student in their learning journey, while maximising both wellbeing and academic outcomes.

Throughout the year, our staff have engaged in regular professional learning aligned with the MACS Vision for Instruction. Weekly staff meetings and Professional Learning Teams provided opportunities for professional reading and evidence-based dialogue focused on

high-impact teaching strategies. To ensure consistency and accuracy in student assessment, termly moderation in English and Mathematics was conducted across year levels.

The intervention team met fortnightly to review student progress, using current data, ensuring targeted support for those with additional needs. Our commitment to structured literacy continued, with new junior teachers completing Multi-sensory Structured Language (MSL) training and MSL interventions delivered to students in Prep to Year Three.

We also deepened our implementation of the Ochre program, with Ochre Daily Reviews introduced across Prep to Year 6, and Year 6 students engaging in novel studies using the Ochre Literature Units. Some year levels have also begun trialling Ochre lessons as part of their classroom instruction.

This year, our school made significant strides in strengthening instructional consistency and enhancing student learning. The leadership team collaborated with Bronwyn Rylie Jones to begin developing a school Playbook and create concise One-Page guides that support a consistent, evidence-based approach to teaching.

As part of our commitment to high-quality learning and teaching, our staff have engaged in targeted professional development focused on engagement norms. These strategies are designed to ensure that every student is actively involved in their learning, contributing to a safe, predictable classroom culture. By embedding engagement norms into daily practice, teachers are fostering increased student participation and stronger learning outcomes.

Our Literacy Leader has worked closely with new staff in classrooms to embed a shared pedagogy aligned with structured literacy and Multisensory Structured Language (MSL) practices. In English and Mathematics, enabling and extending opportunities have been purposefully planned and implemented to ensure all students are supported and challenged appropriately.

## **Student Learning Outcomes**

Student Learning Outcomes

With the move to earlier NAPLAN testing in March, the government changed how the testing data was presented to schools and parents. New proficiency standards with 4 levels of achievement for each year level replaced the previous 10-band structure. The following 4 levels of achievement replaced the old numerical NAPLAN bands and the national minimum standard: Exceeding, Strong, Developing and Needs additional support.

Year 3 Writing - 96.5% of students were graded as 'strong' or 'exceeding'

Year 5 Writing- 90% of students were graded as 'strong' or 'exceeding'

Year 3 - Reading increased in the exceeding range from 30% to 44.8% between 2023 and 2024

Year 3 and Year 5 - Spelling data has shown a steady decrease from 2022 to 2024.

The data results in the following table show the percentage of students working at a high proficient level.

#### **NAPLAN Spelling Proficient data**

<b>Year Level</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
Year 3	92.8%	75%	72%
Year 5	93%	86%	60%

In 2024, in response to the trend in our NAPLAN data, we undertook a review of our school's spelling programs. Students in Prep to Year 2 were already following the MSL pedagogy, which led to strong results in both DIBELS and SEAPART assessments. In contrast, students in Years 2 to 6 used the Spelling Mastery program, which involved moving between classrooms to work on levelled books. However, staff reported that students were not transferring their spelling skills into everyday writing. As a result, the school decided to shift to differentiated, explicit instruction in phonemic awareness, orthography, morphology, and etymology, delivered by classroom teachers. MSL instruction was extended to include Year 2 students. In November 2024, the Structured Literacy Leader and staff at St Joseph's developed a new phonics and spelling scope and sequence for Years 3 to 6. This framework incorporates four key components: phonemic awareness, orthography, morphology, and etymology.

At St Joseph's our Year 3 and 5 students overwhelmingly scored in the 'strong' and 'exceeding' categories, with a handful of 'developing' and needing additional support levels in various strands.

Our students performed exceptionally well in Literacy and Numeracy Naplan tests. Once again, our Year 3 and Year 5 students did exceptionally well in their English and Mathematics assessments. Our scores placed us as one of the top-performing Catholic Schools in Victoria. As you will see in the data below, the average Naplan scores for both our Year 3 and Year 5 students exceed the state average in every area measured.

#### **2024 Results/Mean Scores for St Joseph's (State results in brackets)**

<b>Domain</b>	<b>Year Level</b>	<b>Mean Scale Score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	492 (408)	76%
	Year 5	509 (494)	70%
Numeracy	Year 3	442 (403)	89%
	Year 5	526 (498)	70%
Reading	Year 3	464 (404)	90%
	Year 5	528 (492)	80%
Spelling	Year 3	433 (401)	72%
	Year 5	490 (486)	60%
Writing	Year 3	467 (424)	96%
	Year 5	528 (428)	90%

The relatively early release of data allowed us to dig deeper into individual student data and provide direction and support in Semester Two.

<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	492	76%
	Year 5	*	*
Numeracy	Year 3	442	90%
	Year 5	*	*
Reading	Year 3	464	90%
	Year 5	*	*
Spelling	Year 3	433	72%
	Year 5	*	*
Writing	Year 3	467	97%
	Year 5	*	*

\*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

Student Wellbeing

Goals & Intended Outcomes

Priority 3: Student Wellbeing

Goals:

- To create a dynamic, positive and nurturing environment for all, so that all community members can flourish and thrive.
- The school environment for students and community members is safe, inclusive and respectful.

Intended Outcomes:

- Relationships with families are built and sustained to support students to thrive in learning and life.
- Staff and families work collaboratively to create and strengthen a safe, child-friendly environment for learning.
- Students have an authentic voice and are active agents in their learning and wellbeing.

### Achievements

Achievements

In 2023, a strong focus was placed on student wellbeing, child safety, and fostering a positive school culture. This was reflected through the development of Student Codes of Conduct and Class Mission Statements, supported by targeted professional learning. These initiatives aimed to build inclusive, respectful learning environments where students feel safe and empowered.

The Social and Emotional Learning (SEL) Leader led dedicated Health and Personal and Social Capability classes, supporting students in their social and emotional development. As part of our proactive approach to student wellbeing, a comprehensive anti-bullying and social leadership incursion was delivered to Years 5 and 6 by Project Rockit, focusing on inclusion, empathy, and respectful behaviours.

Child safety remained a top priority throughout the year. A full review of the Child Safe Standards was undertaken by staff, accompanied by professional development to deepen understanding of child protection responsibilities. Staff completed mandatory online training modules covering Child Safe Standards, Mandatory Reporting, and the Child Safety Code of Conduct. These were revisited during regular staff meetings, School Advisory Council meetings, and Learning Support Officer (LSO) meetings, where child safety practices and compliance were reviewed and discussed.

Cyber safety education and cyberbullying programs were delivered to students from Years 3 to 6 during SEL sessions, equipping them with critical digital safety skills and help-seeking strategies. This was reinforced daily in the classrooms as students engaged with digital technologies for learning.

In the classroom, staff engaged in professional learning on engagement norms to ensure active student participation. Behaviour management practices were also strengthened through professional learning based on *Running the Room* by Tom Bennett.

Risk management practices were enhanced across all school activities, with increased consultation with families and medical professionals for excursions, emergency planning, and health management. Staff also undertook First Aid, Anaphylaxis, and Asthma training both online and in face-to-face sessions.

Student wellbeing was further supported through a variety of initiatives. The Peaceful Kids program was implemented for Year 3 and 4 students, building resilience and emotional regulation skills. Senior students were supported through the Berry Street Education Model (BSEM) and the development of Ready to Learn plans. Extracurricular clubs including quiet club, sports, art, sewing, coding, and gardening clubs were offered during playtimes, guided by student interest and voice.



Our school continued to support students with additional needs through ongoing collaboration with MACS, families, and private specialists. NCCD moderation and funding submissions were completed to ensure adequate support and smooth transitions, particularly for Year 6 students preparing for secondary school.

The Student Representative Council (SRC) led several school-wide initiatives promoting social justice and community connection, including Wellbeing Day, the Cans Festival, Friendship Fair, and the St Vinnies Winter Appeal. Respect and empathy for all members of the community were promoted through classroom instruction, assemblies, and values-based programs.

We maintained our commitment to early years transitions through the continuation of our Pre-Prep transition program, playgroup, and visits to local kindergartens and Early Learning Centres, led by the Transition Leader. These connections supported a strong foundation for students entering school and fostered positive relationships with families.

Throughout the year, the consistent teaching and reinforcement of our STAR Values, including respect, responsibility, and kindness, remained central to our school culture, promoting strong character development across all year levels.

## Value Added

### Value-Added

- Regular review of the STAR values with students
- Art Show with students from Prep- 6 involved. Art captains helped the Art teacher come up with the theme and contributed to how the evening would be run, encouraging student voice and leadership opportunities.
- Grade 6 leaders to help during open day providing leadership opportunities.
- St Johns Ambulance incursion for Prep- 6 focussed on First Aid and CPR for the senior students.
- Playgroup which welcomed new families into the school
- PSG meetings held termly
- Working relationship with numerous Allied Health services for specific students

Throughout 2024, we engaged with our school staff, families and students in updating and revisiting all aspects of Child Safety and the Child Safety Standards. The following actions were taken:

- Child Safety incorporated as a standing agenda item for SAC meetings.
- All staff undertook training and certification in Mandatory Reporting and the Protect Protocols.
- Inclusion of Child Safety questions in the Annual Review Meetings for staff  
Child safety/ safeguarding questions included in references for employment of potential staff and for any Casual Relief Teaching staff.
- Students supported in understanding the Child Safe Student Behaviour Policy through SEL lessons.
- Displays around the school with Child Safety messages and guidance for students.
- Providing resources for students to seek help at school or at home.
- Providing students with help seeking strategies and prompts they can use if feeling unsafe.

## **Student Satisfaction**

### Satisfaction

St Joseph's emphasis on student wellbeing was evidenced in our MACSSIS Survey results. Our highest performing domains were Enabling Safety and Student Voice. The Student Domains in the MACSSIS Survey where we were at or above the MACS average include:

Rigorous Expectations

School Climate

Teacher- Student Relationships

Learning Disposition

Student Voice

Student Safety

Enabling Safety

Student Voice

## **Student Attendance**

### Student Attendance

The following is the process for monitoring and recording student absences:

Notification of an absence can be made by calling the school office on 9597 6300 and

leaving a message on the absence line. Alternatively, an email can be sent to the school office: [office@sjmalvern.catholic.edu.au](mailto:office@sjmalvern.catholic.edu.au) and their classroom teacher, providing the child's name, year level, and the reason for the absence

Parents, guardians and/or carers are required to notify the school as close as possible to 8.50am of the reason for any absence from school on the day of absence.

Where the reason for absence is known, the reason is recorded by the administration officer or teacher in the attendance system.

Attendance at the school is taken by the classroom teachers at 9.30am and 2pm each day.

The attendance reports are accessed by the administration officer to follow up on students who are absent without explanation.

If a student is absent without explanation, the school will contact the parent/guardian for an explanation as soon as possible on the day of absence by the administration officer.

Information about the number of days of absence are recorded on student files and on student reports by the Nforma student management system.

Where the rate of absenteeism is a concern, the school will follow up with the parents/guardians by requesting a meeting to address concerns.

Parents are required to provide up-to-date contact details and notify the school of any changes to contact details or address.

If students arrive at after the 8.50am bell students/parents need to sign in at the office. Students who are not at school after this time will be marked as absent and followed up by the administration officer.

Average Student Attendance Rate by Year Level	
Y01	88.4
Y02	91.5
Y03	89.0
Y04	85.7
Y05	88.8
Y06	87.3
Overall average attendance	88.4

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## Leadership

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### Goals & Intended Outcomes

#### Leadership

#### Goals & Intended Outcomes

Leadership Improvement Strategies are embedded in the following priority areas:

#### Priority 2:

That staff capacity for leading learning is strengthened by regular opportunities to engage with high-quality research, embed research into practice and monitor the impact on student outcomes.

#### Priority 3:

To create a dynamic, positive and nurturing environment for all, so that all community members can flourish and thrive.

#### Priority 4:

To embed strategies, procedures and plans to ensure the viability of the school for future generations and enhance family voice, agency and engagement.

### Achievements

#### Achievements

In 2024, the leadership team and curriculum leaders supported, mentored and coached staff across key learning areas to ensure a low-variance curriculum and strong, evidence-based teaching practices were embedded in all classrooms. This work built upon the learning from sessions including SWIF and Bronwyn Ryrie Jones.

Experienced staff members were allocated to mentor graduate teachers, supporting them with their action research projects as part of the full registration process. Senior leaders also

attended various network meetings within the MACS Southern Region, strengthening connections and engaging in collaborative learning with colleagues across schools.

Senior Leaders undertook professional learning in Crucial Conversations to strengthen their capacity in navigating complex situations where feedback was required to ensure positive outcomes for both staff and students. Our Literacy Leader hosted onsite professional learning for teachers from neighbouring schools, sharing our structured literacy practices and acknowledging our school's reputation as a high-performing learning community. Our school also continued its involvement in the Structured Literacy Collective alongside four other schools in the region, collaborating to observe and share best practices in literacy instruction.

In 2024, we embraced MACS' Vision for Instruction and made clear connections to our current classroom practices. Staff reflected and engaged with this vision, reinforcing that we were operating within the 'embedding phase' of the 4E Implementation Model, with strong alignment across year levels.

To support effective communication with families, semester written reports were streamlined to ensure clarity and allow teachers to prioritise their focus on learning and teaching. Staff also engaged in professional learning on engagement norms, equipping them with strategies to ensure all students were actively participating in their learning and contributing meaningfully to class discussions and tasks.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2024	
List of Professional Learning undertaken in 2024: <ul style="list-style-type: none"> <li>• MSL Training</li> <li>• RE Curriculum planning</li> <li>• Teaching for Impact in Mathematics Series</li> <li>• School-Wide Improvement Forum Leadership Professional Development</li> <li>• Instructional Playbook Series</li> <li>• Skills Network First Aid Training</li> <li>• Crucial Conversations</li> <li>• Mandatory Reporting</li> <li>• Anaphylaxis Training</li> </ul>	
Number of teachers who participated in PL in 2024	19
Average expenditure per teacher for PL	\$227.78

## Teacher Satisfaction

### Teacher Satisfaction

St Joseph's continues to demonstrate leading practices for teaching, learning and student wellbeing, with data from all domains (shown below) exceeding the MACS average in the staff survey.

Student Safety

School Climate

Staff-Leadership Relationships

Instructional Leadership

Feedback

School Leadership

Staff Safety

Psychological Safety

Professional Learning

Collaboration around an Improved Strategy

Collaboration in Teams

Supports for Teams

Collective Efficacy

<b>Teacher Qualifications</b>	
Doctorate	0
Masters	4
Graduate	1
Graduate Certificate	1
Bachelor Degree	12
Advanced Diploma	2
No Qualifications Listed	9

<b>Staff Composition</b>	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	29
Teaching Staff (FTE)	20.76
Non-Teaching Staff (Headcount)	10
Non-Teaching Staff (FTE)	5.48
Indigenous Teaching Staff (Headcount)	0



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## Community Engagement

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### Goals & Intended Outcomes

Community Engagement

Goals & Intended Outcomes

Priority 4: Community Engagement

Goals:

- To embed strategies, procedures and plans to ensure the viability of the school for future generations and enhance family voice, agency and engagement.
- To foster a strong commitment to community, locally and globally, that is faith driven.

Intended Outcomes:

- The school facilitates ongoing opportunities for dialogue between all members of the school community.
- Students, families and staff initiate and lead community conversations. The collective voice of the community informs the school's culture and educational approach.
- The school community, driven by its mission, partners with the parish, broader Church and community in its commitment to service and social justice, bringing faith, life and culture together in a coherent synthesis.

### Achievements

Achievements:

In 2024, St Joseph's continued to prioritise strong community connections through a wide range of programs, initiatives, and events that engaged families, local organisations, and broader networks. Our Pre-Prep Playgroup sessions, established in 2022, ran successfully once again with 14 sessions delivered from August to December. These sessions complemented the three formal Prep Orientation days, offering incoming students and their families a valuable opportunity to build familiarity, connection, and a sense of belonging prior to commencing school.

The Junior Joey's Playgroup, returned for its fourth consecutive year in Term 1, 2023 and continued to be well attended. Open to all families in the Stonnington area with children aged birth to five, it welcomed approximately 20 to 30 families each Monday morning, fostering early engagement with the school and offering a welcoming, play-based environment.

We continued to build and maintain strong links with local kindergartens, early learning centres, and maternal health services. Our staff visited all services from which children would be enrolling, while also promoting St Joseph's through visits to early years services, Stonnington Libraries, and the Toy Library. In addition, St Joseph's hosted meetings for the Stonnington Network Group, connecting early childhood educators and primary school teachers across the area.

Parent engagement remained a cornerstone of our school culture. Families were active contributors to many school-based events, including Shrove Tuesday celebrations, class liturgies, Open Book sessions, Harmony Day parent contributions, working bees, and our beginning-of-year Mass and picnic. Our parents also supported fundraising and community-building activities, such as the hot cross bun drive, class-based cake stalls, and a vibrant sustainable uniform shop run by volunteers.

Parents took on a number of roles, including conducting tours during Open Days, helped lead cultural activities during Harmony Day, and participated in events such as the Prep Easter egg hunt, Grandparents Day, and the 2024 Art Show. Our Art Show included a Community Day on the Saturday, where the wider Stonnington community was welcomed. This event featured a Makers Market, organised and run by parent volunteers.

Celebrations like Father's and Mother's Day liturgies and breakfasts (organised by the P&F), along with the annual Mother's Day Lunch and Father's Day Dinner, were well attended and contributed to our close-knit school community. Other family events included the Whole School Drinks Night and Book Week, where Playgroup families joined in the festivities.

Throughout the year, parents also supported curriculum-linked events. During Careers Week, they shared insights into their occupations as part of a Design and Technology incursion for Years 2–4. Parents were also involved in athletics carnivals, excursions, interschool sports, and supported PE lessons through our partnerships with local sports clubs such as the Toorak Prahran Football Club, as well as local hockey and lacrosse clubs.

Community service and fundraising initiatives remained important aspects of school life. We continued our partnership with the Malvern Emergency Food Program (MEFP), collecting non-perishable goods for those in need. Other campaigns included Footy Colours Day (supporting the Fight Cancer Foundation), Pyjama Day (supporting the St Vincent de Paul's Winter Appeal), Wellbeing Day for Caritas, and Christmas gifts for the Uniting Wishing Tree, coordinated by a school parent. St. Joseph's continued our support of Eliphurah Petro who attends St. Jude's in Tanzania. This partnership and global social justice initiative is now in its 15th year. Our annual Friendship Fair Day raises funds each year and builds student voice and community. This ongoing outreach aligns with our school's Catholic identity.

Students also participated in National Ride to School Day, Green and Gold Day (celebrating Australian Olympians and Paralympians), and welcomed local firefighters for incursions in the Prep classrooms.

Finally, we were honoured our much-loved Principal, Mrs Michelle Moore, with a special Mass and Morning Tea, celebrating her years of dedicated service to the St Joseph's community.

## **Parent Satisfaction**

### **Parent Satisfaction**

St Joseph's continues to demonstrate high levels of success with parent satisfaction in regards to community, with data from all domains (shown below) exceeding the MACS average in the family MACSSIS Survey.

### **Family Engagement**

#### **Barriers to Engagement**

#### **School Fit**

#### **School Climate**

#### **Student Safety**

#### **Communication**

The one area we fell below the MACS average was Catholic Identity. In 2022, the MACSSIS data was below the MACS average. This dropped again in 2023, with a slight increase in 2024, but still below the MACS average. As a result there will a strong focus on Catholic Identity in 2025 and this has been highlighted as one of the goals on this year's Annual Action Plan.

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