

# 2025

## Annual Report to the School Community



### St Joseph's College

21 Dickson Street, ECHUCA 3564

Principal: Anne Marie Cairns

Web: [www.sje.vic.edu.au](http://www.sje.vic.edu.au)

Registration: 595, E Number: E3017

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## Principal's Attestation

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I, Anne Marie Cairns, attest that St Joseph's College 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 15 May 2026

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## About this report

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St Joseph's College 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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## Vision and Mission

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### **Our Vision**

We envision an inclusive Catholic learning community where all people are valued, where all creation is sacred, where the pursuit of personal excellence is paramount, and where our core values of wonder, courage, justice, hope, compassion, and hospitality are our hallmarks.

### **Our Mission**

Our mission is to challenge and empower students to be creative and critical thinkers who act with strength and kindness in the Gospel tradition.

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## College Overview

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St. Joseph's College, a Kildare Ministries Catholic Secondary School in the Brigidine tradition, is a dynamic, welcoming and hope-filled school that promotes excellence and equity, so that all students can become confident and creative learners. In 1886 a group of brave young Brigidine sisters arrived from Ireland to establish Catholic education in Echuca. Since then the College has grown and developed to meet modern academic and pastoral needs. Nonetheless, we have preserved our beautiful period architecture, including the centrepiece of our College, the exquisite 1899 Convent Chapel with its marble altar and jewel like stained-glass. The Chapel is at the heart of our daily life, providing a place of gathering in joyful times and in sadness, as well as a quiet, reflective and prayerful oasis for students and staff in the busyness of their day. Steeped in our Catholic and Brigidine heritage, we have provided quality Catholic education and a vibrant learning community for the families of Northern Victoria and Southern New South Wales for many generations.

The College motto "Strength and Kindliness" derives from that of Bishop Daniel Delany of Kildare Ireland, who founded the order of St. Brigid in 1807. St. Brigid, who lived in Ireland in the fifth century, was a woman of great initiative and faith. Her sense of compassion, social justice and generosity was legendary. At St. Joseph's we hope to inspire students to live "in the footsteps of St. Brigid" with courage and conviction. Tradition and contemporary life have always mixed easily at St Joseph's College, where icons such as the ornate fountain in the forecourt foster a deep sense of stability and permanency. The massive oak tree, planted the day the school opened in 1886, reminds us that like St. Brigid's daily work for the good of others, our smallest efforts can have far-reaching effects. The Brigidine international educational reputation for high academic quality ensured that St Joseph's quickly became, and remains today, a leader in quality education. The "futures oriented" programs and pathways advance young people's gifts and talents by providing an exciting and challenging range of opportunities for them to develop spiritually, academically, physically, emotionally and socially. Close links with the local community, businesses and training providers promote an engagement with the world that is flexible and enlivening.

The rich Brigidine heritage of caring for those most in need is also soundly embedded within the school's culture. St. Joseph's College is proud of its ongoing association with the local aboriginal Yorta Yorta community and is actively committed to the promotion of dialogue and respect between all cultures. The Koorie Education Workers and Cultural Connectors encourage the school community to learn about, respect and celebrate the gifts of our local indigenous culture, as well as support our Koorie students to achieve and succeed in all areas of school life.

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## Principal's Report

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As we reach the end of another remarkable year, it is my privilege to reflect on the achievements, growth and spirit that have defined our school community. This year's theme of hospitality has truly permeated every corner of the College. Our students have engaged in outreach, supported the most vulnerable, welcomed visitors and guest speakers, and embraced new opportunities with openness and generosity. I am deeply grateful for the dedication of our students, the continual guidance of our staff, and the unwavering support of our families. Together, we form the strong and vibrant community that is St Joseph's College.

Creativity has flourished across the arts, with captivating performances - from Aladdin to The Spectacle of Dreams - and innovative displays that filled our spaces with imagination and emotion. These experiences remind us of the power of artistic expression to communicate, inspire and unite. Our sporting programs have continued to thrive, showcasing not only the impressive talents of our athletes but also their teamwork, resilience and sportsmanship. Whether on the field, court, track or in the pool, our students have represented the College with pride and determination, demonstrating that true success lies in character, effort and perseverance. Student achievement has remained at the heart of all we do. We have celebrated academic excellence, leadership, personal growth and the many milestones - big and small - that mark each student's unique journey. Watching our young people set goals, stretch themselves and discover new strengths has been truly inspiring.

A major highlight this year has been the announcement of Stage 3 of our Master Plan - a transformational step forward for our Kildare Campus and the future of our College. Capital works have begun on a bold new suite of sporting and performing arts facilities, including a state of-the-art Multi-Function Centre with two full size courts, retractable seating, a theatrette, performance stage and expanded classroom spaces. We are thrilled that the project has been further expanded to include a six-lane athletics track, tennis courts, a sprung dance floor, enhanced theatre systems, Indigenous artwork, additional solar infrastructure and extensive landscaping. Supported by a \$6 million State Government contribution, this development represents an unprecedented opportunity for our students and community. These facilities will provide an inspiring platform for physical education, performance, creativity and community connection, ensuring our young people have access to some of the very best resources within just a few short years of our campus opening.

The continued growth of our School of Excellence has also been a source of pride. Both the Arts Academy and Sports Academy have offered extraordinary opportunities for students, staff and the wider community, supported by strong partnerships with local organisations and businesses. We look forward to expanding this further in 2026 with the introduction of our Leadership Academy and Acorn Academy. Our commitment to community connection remains a defining strength of St Joseph's. Through service, culture and collaboration, our

students have shown empathy, generosity and an understanding of their role in contributing to something greater than themselves.

I also wish to acknowledge and thank our dedicated staff. Their genuine care for our students and their commitment to continual improvement make our College a place where every young person can grow, explore and thrive. Their work ensures that all students are truly 'known and loved'. Thank you to everyone who has supported our school this year. It has been a privilege to journey with you, and as we celebrate our 140th anniversary next year, we look ahead with immense pride, optimism and excitement for all that is to come.

God Bless

Anne Marie Cairns

*Principal*

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

#### Goals & Intended Outcomes

**Our Catholic Identity and Brigidine charism are witnessed strongly throughout the College.**

We aspire to:

- Continue to enliven and celebrate our history, our present and our hope for the future.
- Further strengthen and build greater experiences of church life and spirituality for students and staff.
- Ensure Catholic social teachings are embedded in our St Joseph's community.
- Be witnesses to the life and works of Jesus Christ in all that we do as a College community.

### Achievements

Guided by the theme "Open Doors, Open Hearts, Open Minds," our year in Hospitality has been a meaningful reflection of welcome in action. We have embraced each opportunity to extend warmth, generosity, and compassion to others, creating spaces where all feel valued and included. Through our words, our service, and our celebrations, we have brought to life the spirit of our Brigidine tradition, remaining deeply committed to the principles of the Living Justice, Living Peace Charter.

### Value Added

#### House Gatherings and Church Celebrations

This year, our House gatherings have been filled with energy, reflection and joy. More than meetings, they have become opportunities to build connection, celebrate belonging and strengthen our sense of community. Students, supported by Father Novie and House staff, have led creative and prayerful liturgies that honour the legacy of their House Patrons. Music, storytelling and acts of service have brought each celebration to life, reminding us that hospitality begins with listening, to one another, and to the quiet needs within our community. Each time we have gathered, whether to pray, to celebrate or to serve, we have shown what it means to be people of faith – inclusive and joy-filled. We have also been able to share

these times of gathering with the wider Echuca community, particularly St Mary's Primary School.

### **Celebrating Hospitality in Community**

This year, our sense of welcome has reached beyond classrooms and Houses to embrace the wider community. Events such as Father's Day and Mother's Day breakfasts, and the celebration of International Women's Day, have been moments of joy, gratitude and connection. Students have taken an active role in organising, hosting and serving at these events, greeting guests, preparing spaces, and sharing their gifts of music, speech and creativity. These simple yet powerful acts of kindness have reminded us that hospitality is more than a theme, it is a way of being that brings justice and peace to life. Each event has strengthened our belief that when we open our doors, we also open our hearts – to learning from others, giving generously and celebrating the goodness within our community.

### **Learning and Living in Faith**

In our Religious Education learning, we have explored how hospitality calls us to live the Gospel with joy and courage. Through class projects, reflections, and shared dialogue, students have discovered that to welcome is to witness God's love in action. From writing letters of gratitude to community members, to creating artworks that express inclusion and hope, students have put their faith into practice. These moments of creativity and compassion have shown that hospitality is not only taught, it is lived every day through small acts of care and big hearts willing to listen.

### **Bishop Joe Grech Scholarship**

This year, Poppy Ferguson was awarded the Bishop Joe Grech Scholarship for Youth Leadership. We congratulate Poppy on this achievement. On receiving the award Poppy shared: "I am very grateful for the opportunity to receive the Bishop Joe Grech Scholarship. It provides a chance to give back to the community and strengthen one's leadership skills".

### **College Theme Banner**

Our reflection and theme this year were visually captured through the creative talent of Charlotte Turner, who designed the College banner. Her artwork depicts an open door leading toward an endless horizon, symbolising possibility, hope and welcome. It reminds us that when we live with open doors and open hearts, we step into a future grounded in justice, peace and love. Together, we continue to open doors to each other, to our community, and to the call of service and hospitality that invites us to build a world of compassion, understanding and peace.

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## Learning and Teaching

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### Goals & Intended Outcomes

**Students participate in challenging, rich and differentiated learning opportunities that engage them and promote deep learning.**

We aspire to:

- Establish and implement a College-wide, evidence-based learning and teaching pedagogical approach, which is innovative, diverse, inclusive and relevant for contemporary learning.
- Establish and nurture a culture of high expectations where consistent improvement in teacher and student efficacy is evident.
- Oversee the collection of quality data, promote the analysis of data and make data informed decisions. Ensure teachers use data continuously, collaboratively, and effectively to improve learning and teaching across all curriculum areas.
- Promote a culture of personalised learning where students are independent learning.
- Develop and implement a culture of coaching and mentoring to build the competency and capability of teachers, to actively engage in achieving the College's strategic vision, priorities in the curriculum and learning, teaching and assessment.

### Achievements

In 2025, our College theme, Hospitality: Open Doors, Open Hearts, Open Minds, shaped the way we approached learning, wellbeing and community life across St Joseph's College. The theme served as a reminder that education is grounded in relationships, inclusion and opportunity, ensuring that every student is welcomed, supported and challenged to grow. Throughout the year, students embraced opportunities to think creatively, collaborate with others and apply their learning in meaningful and authentic contexts.

A highlight of 2025 was the introduction of the Year 9 Amplify Program, an innovative project-based learning initiative designed to foster the New Metrics competencies of Agency in Learning, Quality Thinking and Personal Development. Through inquiry projects, entrepreneurial experiences and community partnerships, students engaged deeply with real-world challenges and demonstrated creativity, collaboration and social responsibility. From designing driver education initiatives and running primary school programs to developing social enterprise projects for local charities, Amplify empowered students to become active and compassionate contributors to their community.

The College also proudly introduced the Victorian Pathways Certificate (VPC) in 2025, providing additional support and flexibility for students with diverse learning needs. The VPC has enabled students to continue their educational journey with confidence and success through personalised learning pathways focused on developing literacy, numeracy, work-related skills and personal growth. Alongside this, the achievements of our senior students in both VCE and VCE VM reflected the strength of our commitment to supporting a wide range of pathways, with outstanding academic results, strong tertiary outcomes and successful transitions into apprenticeships, traineeships and further education.

## **Student Learning Outcomes**

St Joseph's College has a strong improvement focus and utilises a wide range of data sets to track our progress. Our 2025 Year 7 NAPLAN data shows that we continue to enrol students who on average perform under state levels. This reflects our inclusive enrolment policy.

Over the past years, we have introduced a range of programs, in which we are seeing positive results reflected in both external data such as VCE results and NAPLAN and internal data such as PAT.

### **Numeracy**

In 2025, the school's Year 9 cohort achieved a median NAPLAN Numeracy score of 562, compared to the state median of 580. While this gap remains a focus for ongoing improvement, it is important to view this result within the broader context of our school's numeracy improvement journey, which has shown consistent and measurable growth over recent years.

Year 9 Numeracy results have shown a consistent upward trend from 2023 to 2025, with the school's average score closing the gap to the state average — a clear reflection of the targeted strategies implemented across this period.

A significant highlight within our 2025 NAPLAN data is the growth demonstrated by students who were identified as Needs Additional Support (NAS) at the start of their secondary schooling. The data shows that, of the students who entered Year 9 in the NAS band, the majority demonstrated medium or high growth across the assessment period — a strong indicator that targeted intervention and curriculum adjustments are having a meaningful impact on student progress.

In 2025, 7.6% of Year 7's and 8.3% of Year 9's sat in the Exceeding band. Ensuring these students continue to be challenged and extended is a key priority for 2025 and beyond.

## **Literacy**

The continued implementation of the Writing Revolution Framework across Years 7 and 8 has provided a strong foundation for improving literacy outcomes through explicit, evidence-based writing instruction. The positive impact of this approach is increasingly evident within our NAPLAN data, particularly in Writing, where students have demonstrated sustained improvement over consecutive years.

In 2024, the Year 9 Writing median reached 577, exceeding the state median of 573. This strong performance continued in 2025, with the Year 9 median increasing further to 590, again surpassing the state median of 587.1. This consistent upward trajectory reflects the deliberate focus placed on developing students' writing capacity across all learning areas and highlights the effectiveness of targeted literacy strategies implemented across the school.

While the school's Grammar & Punctuation, Reading and Spelling medians remain below state averages, the data has provided valuable direction for future improvement planning. In response, significant work was undertaken throughout 2025 to prepare for the introduction of Foundation English and Accelerated English classes in 2026. These initiatives are designed to provide greater differentiation, targeted support and extension opportunities, ensuring that all students are appropriately challenged and supported in their literacy development.

The school remains committed to embedding research-informed literacy practices and continuing to build strong growth and achievement outcomes for all learners.

## **Senior School**

In 2025, St Joseph's College celebrated the successful completion of senior secondary studies by a significant number of students, with 105 students from a cohort of 139 successfully completing the Victorian Certificate of Education (VCE) and a further 24 students successfully completing the VCE Vocational Major (VM). These outcomes reflect the school's ongoing commitment to supporting a diverse range of pathways and ensuring students are equipped for future success.

The College was proud to acknowledge the outstanding academic achievements of the Class of 2025, including Emma Head, who was named Dux of the College with an exceptional ATAR of 94.05. Emma was joined by four other students who achieved ATARs above 90, highlighting the strong academic culture and commitment to excellence within the senior school.

Further evidence of this success can be seen in the continued improvement in VCE performance data, with the College median study score increasing to 29 in 2025 and students achieving 14 study scores above 40. In addition, 80% of students achieved an ATAR above 50, representing significant growth when compared with 2017, when 50% of

students achieved an ATAR above this benchmark. This sustained improvement reflects the impact of targeted academic support, strong teaching practices and a culture that encourages all students to strive for personal excellence.

Post-school pathways outcomes also remained extremely positive. Of the VCE students who applied through VTAC, 90% received a tertiary offer in the December and January rounds, with many additional students receiving offers in subsequent rounds. Importantly, 67% of students received their first preference course offer, while a further 17% received their second preference, demonstrating strong alignment between student aspirations, pathway guidance and achievement outcomes.

The success of the VCE VM program continued to be evident in 2025, with 30 students across Years 11 and 12 successfully securing apprenticeships and traineeships by the end of the year. These outcomes highlight the strength of the College's vocational pathways program and its strong connections with local industry and employers, providing students with meaningful and successful transitions beyond school.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>					
	<b>2025 (current year)</b>			<b>2-Year Average</b>	
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 7	515	49%	514	49%
	Year 9	541	43%	536	44%
Numeracy	Year 7	527	64%	526	65%
	Year 9	564	64%	558	63%
Reading	Year 7	530	71%	525	67%
	Year 9	563	64%	557	59%
Spelling	Year 7	521	65%	519	64%
	Year 9	550	66%	549	66%
Writing	Year 7	538	62%	532	60%
	Year 9	590	70%	584	64%

\*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.

<b>Senior Secondary Outcomes</b>	
VCE Median Score	29
VCE Completion Rate	96.90%
VCE VM Completion Rate	89%
VPC Completion Rate	*

\*Data not reported for 2025 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

<b>Post-School Destinations as at 2025</b>	
Tertiary Study	81
TAFE / VET	23
Apprenticeship / Traineeship	4
Deferred	0
Employment	2
Other - The category of Other includes both students Looking for Work and those classed as Other	1

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## Student Wellbeing

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### Goals & Intended Outcomes

**Strengthen our commitment to build trusting and respectful relationships to enhance student learning, wellbeing, development and safety.**

We aspire to:

- Review, adopt and articulate a school-wide positive behaviour policy that considers action research, student engagement and positive behaviours required for learning.
- Advocate and foster student voice and agency through collaborative learning, input into curriculum design and student feedback on learning and teaching to improve student engagement.
- Enable and empower students to grow and learn in a culture that promotes positive relationships, student opportunities and places students at the centre of all experiences.

### Achievements

As the school bell rings for the final time in 2025, we take time to pause and reflect on the year that was. A year filled with joy of students learning in our classrooms, lunchtime competitions, representing our school, time spent on camps, excursions and watching our students grow in the broader community. Our aim is 'to enable and empower students to grow and learn in a culture that promotes positive relationships, student opportunities and places students at the centre of all experiences' and we believe we have achieved this in 2025.

The 2025 theme, Open Doors, Open Hearts, Open Minds has resonated with so many of our students and we have witnessed hospitality in all shapes and forms within our College walls.

From Learning Mentor conversations, excursions and camps, to the opening of the gym that supports health, wellbeing and fitness, to celebrating our LM netball champions – watching our students grow and develop is truly rewarding.

### Value Added

**The Resilience Project** – this year saw the implementation of TRP as our whole-school wellbeing program. Grounded in the evidence-based principles of Gratitude, Empathy and Mindfulness (GEM), alongside Emotional Literacy, the program equips students with lifelong

wellbeing habits, builds educator resilience and empowers families to support wellbeing at home.

**Year 12 Retreat and Year 7 Camp** - were another highlight for our students in term one. Memories were made, friendships were cemented and connections within our College community continued to grow. Our students fondly recall their time spent on retreat and school camp and it highlights the importance of a student's personal, social and educational development.

**Special Guests** - we were fortunate to welcome inspiring voices into our community. For International Women's Day, Dalal Smiley, CEO of Wellsprings for Women, shared a powerful message about empowerment and the importance of supporting one another. We were also proud to host alumni Lexi Gregor, recently drafted to the Geelong AFLW, who spoke candidly about her journey, highlighting resilience, determination and the impact of strong female role models.

**Film Screening** - The beauty of our Hall at the Brigidine Campus came alive with the community screening of *Seen: The Film*, a powerful documentary that explores the long-term impact of childhood trauma, and how healing our own childhood experiences can create stronger, healthier families. Most importantly, it reminded us all that in order to give our children the unconditional love they deserve, we must first learn to love ourselves.

**Days of Action** - Student voice and leadership were evident in initiatives such as *Do It For Dolly Day*, where students led a powerful campaign promoting kindness and taking a stand against bullying. *R U OK? Day* further reinforced the importance of checking in with one another, fostering a culture of care and support across the College. *Project Rockit* empowered our younger cohorts, a student-led initiative that builds empathy, inclusion and leadership. We continued our connection with *The Reach Foundation* working alongside our Year 10 students. The Reach Foundation is about 'unlocking the power of young people so they can shape their own lives'.

**Classroom Mastery** - continued to provide consistent, predictable routines in our classrooms across both campuses. Whether it be entering the classroom, exiting the classroom, cue to start, or student engagement, our educators have continued to strive for calm, orderly learning spaces where students are engaged and have the opportunity for improved wellbeing.

## Student Satisfaction

A survey was conducted on the 16th of September, during Week 9 of Term 3, to gather feedback from the Year 12 cohort. The purpose of the survey was to gain insights into student experiences and perspectives as they approach the final stages of their secondary education.

Out of the 127 Year 12 students, 110 participated in the survey, representing a strong response rate. This high level of engagement indicates that the findings are likely to provide a reliable reflection of the cohort's views and experiences.

### **Summary of Feedback:**

Students reported a largely positive experience at the College, particularly valuing the strong relationships built with peers and staff. Friendships, social connections, and a sense of community were consistently identified as the most meaningful aspect of their time at school. Teachers were generally seen as supportive, approachable, and caring, with many students acknowledging the high quality of teaching in the senior years and the commitment of staff to their learning. Students also appreciated the range of subject options, co-curricular activities, and memorable events such as trivia nights, sporting days, and themed activities, which contributed positively to their Year 12 experience.

Suggested areas for improvement were a desire for stronger instructional practices and more academic support. The VCE-VM program was mentioned, with issues around workload, relevance, stigma, and overall effectiveness. Collectively, these insights point to the need for greater consistency, improved program design, and a stronger focus on student voice and engagement.

## **Student Attendance**

### **Daily Attendance Register**

St. Joseph's College keeps a register of the daily attendance of all students at the College in electronic form on Compass. The register of daily attendance records the following information for each student:

- Daily attendance
- Absences
- Reason for absence
- Documentation to substantiate reason for absence.

### **Attendance is checked at the start of each lesson, at:**

- Period 1
- Learning Mentor
- Period 2

- Period 3
- Period 4

### **Monitoring Daily Attendance**

St. Joseph's College has implemented the following systems and procedures in order to monitor the daily attendance of students and identify absences from college or class:

- Parents are responsible for ensuring they notify the College to explain the absence of their children on any particular school day. Notification on Compass should be made prior to the start of school.
- Class teachers take the class roll promptly at the commencement of the school day and during each lesson.
- Where students are participating in courses provided by other providers, class teachers contact providers at the commencement and end of the day to ensure student attendance has been monitored by the provider.

### **Following Up Unexplained Student Absences**

St. Joseph's College has implemented the following systems and procedures in order to follow up unexplained absences from College:

- Where an absence has not been explained on Compass prior to the start of the school day, attendance notifications are sent out at 10:00am. This notification is made on the same day, as soon as practicable, including for post-compulsory aged students.
- Where the absence remains unexplained the matter will be reported to the House Leader and Learning Mentor for investigation and follow up.
- All information in relation to unsatisfactory attendance is recorded on students' files and information with respect to attendance is provided in each student's school report.

### **Notification to Parents and Guardians of Unsatisfactory Attendance**

St. Joseph's College has implemented the following systems and procedures in order to notify parents and guardians of unsatisfactory attendance:

- Where parents repeatedly fail to inform the College of absences the Learning Mentor will contact them directly seeking an explanation and to remind them of their obligation to report absences.
- Where a student continues to be unsatisfactorily absent from College, House Leaders will contact them directly seeking an explanation and to remind them of their obligation to report absences. For continuing chronic unexplained absences, The College will make contact requesting a meeting with College Leadership – Student Engagement during which strategies will be discussed to improve attendance rates. Parents and carers are regularly reminded to ensure that any changes to their contact details are communicated to the College.

Records of the Register of Daily Attendance The attendance information is stored within Compass.

<b>Years 9 - 12 Student Retention Rate</b>	
Years 9 to 12 Student Retention Rate	77.3

<b>Average Student Attendance Rate by Year Level</b>	
Y07	86.24
Y08	85.3
Y09	85.52
Y10	85.39
Overall average attendance	85.61

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## Leadership

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### Goals & Intended Outcomes

**We build a community that empowers all to lead with creativity, faith and a commitment to excelling.**

We aspire to:

- Commit to building a culture that promotes learning improvements that are promoted by our school charism built around elevated expectations, positive and caring relationships, and a deep belief that every student can make excellent learning progress.
- Grow and sustain a leadership culture that is characterised by a shared purpose and a sharp vision of excellence for all, through distributed leadership that drives and supports a culture of innovation and continuous improvement in learning and wellbeing.
- Further develop leadership dispositions, capabilities and clarity around the nature of Catholic leadership, and a high-performance team culture through promoting a coaching and mentoring culture.

### Achievements

#### Achievements

The 2025 Professional Learning program at St Joseph's College reflected a deliberate and future focused approach to staff development, aligning wellbeing, pedagogy, leadership, and innovation. There was a strong emphasis on data informed practice and instructional design, which highlighted a commitment to improving student outcomes through evidence based teaching. Sessions on wellbeing and resilience were embedded to support both staff and students in managing stress and mental health. Leadership capacity was strengthened through diverse frameworks, including DISC, the Enneagram, and courageous leadership models.

The integration of learning about AI and technology was embedded to meet contemporary educational demands, while faith formation, Indigenous perspectives, and community engagement initiatives ensure alignment with Catholic identity and inclusive practice.

The College Professional Learning Conference - Open Hearts, Open Minds, Open Doors – Embracing the Future, was a highly engaging and energising experience that brought staff together in a shared commitment to growth and innovation. The conference blended inspiring

keynote presentations with practical workshops, allowing staff to deepen their understanding of effective pedagogy, student wellbeing, and contemporary challenges in education. Sessions led by experts across a range of fields fostered rich discussion, collaboration, and reflection, while also providing tangible strategies that could be applied immediately in classrooms and leadership contexts. The strong focus on connection, both with one another and with our broader mission, created a positive and forward thinking atmosphere.

## Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2025

### Professional Learning 2025 Summary

Expenditure and Teacher Participation in Professional Learning:

List of Professional Learning undertaken in 2025:

- 2025 Professional Learning Conference - Open Hearts, Open Minds, Open Doors - Embracing the Future
- The Brown Collective
- Knowledge Society
- The Resilience Project
- Classroom Vibe - Dr Tim O'Leary
- Amy Green - The Wellness Strategy
- Rob Devling - Leadership Coaching
- Paul Spence - Spiritual Direction
- Sal Valentino - Youth Mental Health First Aid Training
- KM Faith and Curriculum Leaders Seminar
- KM First Nations Forum
- First Nations Cultural Awareness with James Kyle - Children and Parent Session
- Leadership Conference
- Women in Leadership
- Lead with Courage - Dare to Lead
- KM Pilgrimage to Ireland
- Enhancing Catholic Identity through Faith Formation
- School enhancing data
- Indigenous Immersion Brisbane
- Staff Professional Learning workshops - Go 1 unlimited professional learning, AI for productivity, student wellbeing, staff wellbeing.
- New Metrics - University of Melbourne
- TAE Training Academy & IVET Training
- CPR and Anaphylaxis Training
- Whole staff First Aid
- Timetabling Solutions Pty Ltd

Number of teachers who participated in PL in 2025	180
Average expenditure per teacher for PL	\$2147.00

## Teacher Satisfaction

In 2025, staff undertook the Work on Wellbeing Survey as part of a continuing collaboration with workplace wellbeing consultant Amy Green. This partnership was further strengthened through Amy Green's role as a keynote presenter at the school's 2025 conference, where she worked with staff to deepen understanding of workplace wellbeing, psychological safety, and sustainable practices in education settings.

The Work on Wellbeing Survey was designed to identify workplace stressors, gather staff perspectives, and support the development of a whole-school wellbeing framework. The survey provided valuable insights into areas including workload, communication, staff culture, professional support, and overall wellbeing. Staff responses highlighted both existing strengths and opportunities for improvement across the school environment.

Survey findings have been used to inform strategic planning and guide the implementation of a whole-school wellbeing framework aimed at strengthening staff support, improving workplace culture, and promoting positive professional relationships and psychological safety.

In 2025, the school also implemented SKODEL as part of its ongoing commitment to staff wellbeing and continuous improvement. SKODEL provides an annual longitudinal survey that measures workplace wellbeing and psychological safety over time. The platform enables schools to collect and analyse staff wellbeing data, identify trends and emerging concerns, and evaluate the impact of wellbeing initiatives through evidence-based reporting.

The annual survey process will support ongoing monitoring of staff wellbeing indicators and provide leadership with meaningful data to guide future planning, targeted supports, and organisational improvement. Through this continued work, the school aims to foster a culture where staff feel safe, valued, supported, and empowered to thrive professionally.

<b>Teacher Qualifications</b>	
Doctorate	1
Masters	17
Graduate	23
Graduate Certificate	5
Bachelor Degree	70
Advanced Diploma	5
No Qualifications Listed	31

<b>Staff Composition</b>	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	122
Teaching Staff (FTE)	108.47
Non-Teaching Staff (Headcount)	81
Non-Teaching Staff (FTE)	72.97
Indigenous Teaching Staff (Headcount)	4

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## Community Engagement

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### Goals & Intended Outcomes

**Develop our commitment to being faithful stewards to and for our community.**

We aspire to:

- Embed sustainable accountability regarding environmental impact.
- Build industry and business partnerships within the local community.
- Acknowledge our sacred responsibility to care for our environment and enculturate an ongoing commitment to stewardship.
- Develop a 'whole school' new and revised Masterplan.

### Achievements

In 2025, it has been wonderful to witness the engagement and passion that both staff and students have shown for Living Justice and Living Peace at our College. Across a range of social justice and environmental initiatives, we are seeing genuine and positive growth in our community culture. Participation in our social justice focus weeks and fundraising efforts has noticeably increased.

A standout moment in 2025 was the involvement of our Year 8 cohort in the Caritas Ks event, held in partnership with St Mary's Parish. This day was an outstanding success, raising both funds and awareness for people in need around the world. By walking with buckets of water, sticks and other items, students symbolically represented 106 Living and Social Justice the daily challenges faced by many communities globally – bringing powerful meaning to their efforts. Our partnership with the parish continues to strengthen, and we hope this important event remains a valued part of our calendar for many years to come.

Our Op Shop event was once again a highlight, particularly at Kildare Campus. Significant funds were raised for St Vinnies in Echuca, alongside the donation of several boxes of clothing. This initiative continues to grow each year, and the support of our student leaders and Mr Mitchell was instrumental to its success.

As we look ahead, it is vital that our College continues to prioritise our Living Justice and Living Peace mission. Thinking of others and caring for creation are core expressions of our Catholic faith and allow us to follow in the footsteps of Jesus.

We are blessed with passionate staff and students who are helping shape a culture at St Joseph's College that values justice, compassion and solidarity. I am deeply grateful for their dedication and for all they do to make our College a better place.

## **Koorie Education**

This year, we were honoured to welcome and celebrate Aunty Vicki Walker, a Yorta Yorta Elder and Cultural Adviser to St Joseph's College, to work alongside Aunty Donna Walsh. We were also fortunate to work alongside Jimmy Kyle, who engaged staff in powerful conversations about truth-telling, colonisation and the reality of how this land was brutally taken from First Nations peoples.

2025 also welcomed twenty new Year 7 Koorie students to St Joseph's. Early in the year, our Amplify program was held at Tindarra Resort in Moama, where Aunty Vicki and Aunty Donna shared a Creation Story about the long-necked turtle – the totem of the Yorta Yorta Nation. This experience helped our students deepen their connection to Culture and Country in a meaningful way.

Our students also proudly participated in RippleFest at the Aquatic Reserve in Echuca. Together, they helped carry and walk with Gane, the Rainbow Serpent. Illuminated from within, Gane created a truly magical bush setting for the audience.

Our College held its Sorry Day Liturgy, with staff and visitors enjoying a morning tea in the Koorie Space alongside Koorie staff, and the principal of Moama Public School. Later in the term, we returned to Moama Public School with teaching staff member Matt Butler for a morning tea with Grade 6 students, their families and grandparents. We were incredibly proud of our students, who spoke confidently about their experiences as St Joseph's students. Aunty Vicki also led a meaningful Welcome to Country. In September, our First Nations girls attended a Cultural Careers Expo at the Dharnya Cultural Centre. The students enjoyed a cruise on the Kingfisher and listened to stories about the river and local wildlife from former student Grace Atkinson, who now works and lives on Country. They also heard from former student and musician Madi Colville-Walker, whose words were inspiring and encouraging.

## **Parent Satisfaction**

### **Parent Satisfaction**

While a formal Parent Satisfaction Survey was not conducted in 2025, St Joseph's College continued its commitment to strengthening parent engagement and capturing authentic parent voice through a series of Parent Focus Groups conducted across the College community. These focus groups provided valuable opportunities for parents and carers to share feedback, experiences and perspectives regarding College life, communication, student wellbeing and future directions.

The insights gathered through these conversations contributed meaningfully to the College's ongoing improvement planning and strategic decision-making processes. The Parent Focus Groups also supported the College in strengthening partnerships between home and school, ensuring families feel heard, valued and connected within the St Joseph's College community.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au).

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