

2024

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

Registration: 595, E Number: E3017

Principal's Attestation

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 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 16 May 2025

About this report

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](#).

Governing Authority Report

Vision and Mission

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 - To challenge and empower students to be creative and critical thinkers who act with strength and kindness in the Gospel tradition.

College Overview

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. Our "Justice and Democracy" group leads the school in developing a compassionate awareness of our brothers and sisters around the world with whom we can stand in solidarity such as refugees, victims of domestic violence, etc. 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 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.

Principal's Report

This year has been one of both celebration and challenge, marked by significant achievements, personal growth, and the strength of our community.

One of the most striking features of this year has been the unwavering dedication of our staff. Our teachers and support staff have gone above and beyond, showing tremendous commitment and flexibility in their approach to teaching and supporting our students. They have embraced every challenge with professionalism, always keeping the wellbeing and development of our students at the forefront. Their work, both inside and outside the classroom, has been integral to the continued success of our school.

At the end of Term 1, all our staff were lucky enough to attend the Kildare Education Ministries (KM) National Conference to celebrate 10 years of KM. The Conference provided a wonderful opportunity to connect and network with other KM schools and colleagues, but it also served as a clear reminder about the purpose and the calling of working in KM. We were called to have listening hearts, to proactively invoke positive change and to form a collective dream to carry our schools into the future and how best we do this, for the sake of justice and peace.

In the spirit of growth and renewal, we are thrilled to have launched our new Arts and Sports Academies this year. These programs represent a significant step in providing our students with diverse opportunities to nurture their talents and passions. Our Arts and Sports Academies have already shown great promise, offering specialised pathways for students who are looking to excel in these fields, and we are excited to see them grow in the coming years.

Another milestone that has filled us with pride was the Official Opening and Blessing Ceremony at our Kildare Campus. This event marked the beginning of a new chapter for our school, one that is steeped in history and tradition but also forward-looking and innovative. It was a beautiful occasion, bringing together our community to celebrate this exciting new phase in our journey. Thank you to everyone who joined us for this special moment and we look forward to the continued expansion of our facilities, programs, and community spirit.

Looking ahead, we are excited about our next phase of development at Kildare Campus and also the refurbishments taking place at our Brigidine Campus. As we continue to build a world-class educational experience, we remain committed to upholding the values that make our school so special—respect, inclusivity, integrity, and a genuine desire for lifelong learning.

One of the most rewarding aspects of this year has been the continued growth of our school community. Through various student led initiatives, cultural celebrations, and school events, we have seen our students foster a deep sense of connection to one another and the wider

community. This year's theme of "Hope" has inspired us to strive for endless possibilities. Our parent and caregiver community has also been an invaluable partner in this journey. Together, we are building an environment where students feel safe, supported, and inspired to achieve their best.

As we close this chapter, we do so with a strong sense of optimism for the future. The upcoming year brings new opportunities to grow, learn, and build on everything we've achieved. Together, we will continue to strengthen our community and ensure that every student has the opportunity to thrive, both academically and personally. Above all, this year has been defined by the strong sense of community that we continue to build together. We are more than just a school—we are a family, bound by shared values of respect, kindness, and support. This spirit has been evident in every event, every success, and every challenge we've faced together.

God Bless.

Anne Marie Cairns
Principal

Catholic Identity and Mission

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

Our 2024 Reflection on the Year was Hope - Launching Us into a Future of Endless Possibilities.

As we look back on this year, it is clear that hope has been the guiding theme, a theme that has permeated every corner of our community and launched us into a future of endless possibilities. In the gathering spaces of our school—whether in Houses, at Masses, liturgies, or classrooms—we have witnessed hope, growth, and watched our students flourish.

Value Added

House Gatherings and Church Celebrations - This year, our House gatherings have been more than just routine. Through shared experiences, stories, and rituals, whether gathered in prayer, at a Mass or reflecting together during liturgies, we have celebrated all that is good within our community. Our House Patrons and the stories of their service and acts of hope and kindness have continued to inspire our words and actions at these events. These moments, whether in the quiet of our church or in the lively exchanges of our House meetings, have been powerful expressions of faith in action. St Brigid's charism and St Joseph's tradition have been central to this, offering us a connection to something greater than ourselves.

Celebrating the Good Throughout 2024 - We have invited our wider community into this journey of hope, especially during significant events like Father's Day and Mother's Day celebrations. These gatherings have been more than just social occasions; they have been moments of deep connection, where we celebrated the roles that families and special people play in our lives. This year we were also blessed to come together with staff and students to celebrate International Women's Day where we were treated to the soulful tunes of Maddi Collville-Walker, a past student of St Joseph's College.

Learning and Living in Faith - In our Religious Education classes, we have not just learned about the Catholic faith but explored how it connects to our contemporary lived experiences. Through discussions, reflections, and projects, we have deepened our understanding of how the teachings of Jesus Christ are relevant today. Our learning has allowed us to see that hope is not confined to the past but is something that continually invites us to reimagine our future. The faith story we are a part of is one that challenges us to live out the Gospel in our everyday lives, making hope a central force in everything we do - from how we treat each other, to how we approach the world around us.

Youth Leadership - This year Claire Coulturi was awarded the Bishop Joe Grech Scholarship for Youth Leadership. This is a huge honour for Claire and we congratulate her on this appointment.

Learning and Teaching

Goals & Intended Outcomes

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

The 2024 school year at St Joseph's College has embodied our theme of Hope – launching us into a future of endless possibilities. This theme has guided a diverse range of programs that inspire learning inside and outside the classroom. From excursions, camps, and international tours to the lively "St Joes on Show," this year has showcased our commitment to creating opportunities for students to excel academically and personally.

As we reflect on the year, we celebrate the accomplishments of our VCE Class of 2023, where 116 students completed their VCE or VCAL. Special recognition goes to our Dux, Jack Anderson, who achieved an ATAR of 98, and Luke Broad, our VCE VM Student of the Year.

A highlight of 2024 has been the launch of new curriculum initiatives aimed at enriching learning. Our Year 7 program has encouraged students to become changemakers through the question, "What does it take to change the world?" The program culminated in an inquiry unit exploring the vital role of water in our lives. Students studied regional water use, waste management, and conservation. They then participated in an Immersion Day to deepen their understanding, linking their knowledge to the changemaker theme. In groups, they then

created projects that showcased their learning, fostering skills in critical thinking and collaboration.

We are also excited to introduce a new Year 9 Program in 2025, which connects core curriculum elements with the dynamic, hands-on learning of project-based education. Understanding the importance of preparing students for an ever-changing world, the Amplify Program uses the Design Thinking process, allowing students to tackle real-world challenges with creativity and critical thinking. The central theme, "Connecting Communities: Past, Present, and Emerging", will encourage students to explore meaningful questions and problems, bridging classroom learning with community engagement.

Project-based learning in Amplify will provide rich opportunities for students to engage deeply with the curriculum. Taking ownership of their work, refining their projects based on feedback, and presenting their solutions to real-world partners. This process will nurture creativity, collaboration, and problem-solving—skills essential for future success.

Additionally, we have introduced a Vocational Minor Program for Year 10 students, offering more flexibility and choice. This program supports students in pursuing their passions and developing skills relevant to their future education, careers, and life.

The heart of our achievements lies in the strong relationships within our community. Our success is driven by the dedication of our students and staff to the art of teaching and learning. Together, we strive to equip every student with the knowledge, skills, and mindset needed to lead a purposeful and joyful life beyond St Joseph's College.

Student Learning Outcomes

Please refer below link for Student Learning Outcomes:

[2024 Student Learning Outcomes](#)

Post School Destinations as at 2024

Apprenticeship - 6

Defence/Police Force - 3

Enter the workforce - 7

Gap year before University/TAFE- 29

Not sure yet - 13

University/TAFE - 51

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	512	48%
	Year 9	530	44%
Numeracy	Year 7	524	65%
	Year 9	551	61%
Reading	Year 7	520	63%
	Year 9	550	53%
Spelling	Year 7	516	62%
	Year 9	547	65%
Writing	Year 7	525	58%
	Year 9	577	58%

*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.

Senior Secondary Outcomes	
VCE Median Score	28
VCE Completion Rate	95%
VCE VM Completion Rate	83%
VPC Completion Rate	I/D

*Data not reported for 2024 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.

Post-School Destinations as at 2024	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

Student Wellbeing

Goals & Intended Outcomes

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

Our 2024 theme, Hope: Launching Into a Future with Endless Possibilities, has guided our community, inspiring us all to embrace challenges as opportunities for learning and personal development. Our students have carried this message, finding hope and perseverance in times of change and envisioning themselves as the architects of their own futures. Leadership opportunities, including community service projects and student-led initiatives, allowed our students to develop a sense of responsibility and empathy. Many took part in programs aimed at improving school culture, supporting local communities, and building partnerships beyond school walls, learning that leadership is as much about listening as it is about guiding.

Recognising the importance of wellbeing, our programs this year expanded to include a broader focus on mental health and resilience training. We were thrilled to host the launch of The Resilience Project (TRP) in our community thanks to Rochester Community House. TRP aims to build resilience in school communities by implementing easy but effective strategies that are proven to increase mental wellbeing. Students were encouraged to set healthy boundaries, prioritise self-care, and support one another through peer-led wellness initiatives throughout the Learning Mentor Program.

Value Added

Positive Acknowledgement Cards

These were introduced to recognise positive contributions, build self-esteem and support the motivation to continue excelling. Learners are acknowledged in the classroom for consistent positive contribution to the classroom environment by receiving a card. The card is then passed onto their House Leader to be acknowledged both at the time of 'handing in' and at House assemblies.

Fitwell

It was a fitness and personal development group that incorporated Resilience Project principles of gratitude, empathy and mindfulness. Each group ran for approximately six sessions that included various discussion topics and therapeutic activities before students participated in a fitness workout.

R U OK Day

R U OK? Is an Australian suicide prevention charity that aims to promote life changing conversations. R U OK? The Wellbeing Team raised awareness within the school community of strategies to initiate therapeutic conversations through newsletter publications and announcements during staff meetings.

Learning Mentor Program - Implementation of Wellio Program

College Teaching worked to devise a sequential learning plan that is age appropriate and sequential.

Bloum Engage Student Wellbeing

The Bloum platform allows the College to 'see' the wellbeing landscape of our learners as a year level or individually. During semester two, our Year 7 learners completed check-ins using this tool.

School TV

The College continued with School TV this year as part of our resources to support parents, staff and students. It covers an extensive range of topics and is continually updated and reviewed. Please familiarise yourself with this resource. Links are available on our website and can be found at <https://sje.vic.schooltv.me/>

Inclusion of the Rochester Neighbourhood House Relief Funding for The Resilience Project in 2025

TRP aims to build resilience in school communities by implementing easy but effective strategies that are proven to increase mental wellbeing.

Student Satisfaction

Student Satisfaction:

A survey was conducted on the 10th of September, during 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 121 Year 12 students, 111 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 gave highly positive feedback about their Year 12 teachers, praising them as caring, supportive, and helpful. Some teachers were specifically acknowledged for going above and beyond to support student wellbeing and learning. Several students also appreciated the clear teaching and open-minded approach of certain staff members.

Suggestions for improvement included requests for more structured revision time before SACs, better coordination among teachers of the same subject, and more individual support for struggling students.

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:

- Learning Mentor (Monday, Tuesday, Thursday, Friday)
- Period 1
- 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 Learning Mentor which is 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 – Wellbeing and 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.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	73.01

Average Student Attendance Rate by Year Level	
Y07	86.2
Y08	85.3
Y09	85.5
Y10	85.4
Overall average attendance	85.6

Leadership

Goals & Intended Outcomes

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

During 2024, we continued our focus on the beginnings of introducing a coaching culture for our senior leaders. We also continued our whole school focus on the Berry Street Education Model. This focuses on building the capacity of all staff in and out of the classroom.

In 2024, St Joseph's College continued its partnership with Melbourne University in its New Metrics for Success Program, which has enabled us to continue to access academics, international industry practitioners and renowned school leaders as we work to generate new and validated assessment tools.

Our Staff also had regular access to Paul Spence, a Spiritual Director, to meet with throughout the year.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<p>Professional Learning 2024 Summary</p> <p>Expenditure and Teacher Participation in Professional Learning:</p> <p>List of Professional Learning undertaken in 2024:</p> <ul style="list-style-type: none"> • Kildare Ministries Conference - Crossing New Seas (\$200 per person) • The Brown Collective leadership formation • Janine Stratford leadership formation • Enhancing Catholic Identity through Faith Formation • Positive Behaviour Curriculum through Berry Street • Teacher Wellbeing with Amy Green • Differentiation in the classroom • Classroom Vibe - Using data to inform teacher practices • Professional Learning Teams • Working with VCE teachers to examine Year 12 results • Staff Professional Learning workshops - Go 1 unlimited professional learning, AI for productivity, student wellbeing, staff wellbeing. • Individual Professional Learning - Meeting VCE assessors, faculty specific learning, Conferences, Women in Leadership, • Staff engagement with Coaching & Coaching training • New Metrics • Whole staff First Aid • CPR update • Sexual Harassment Workshop • Brown Collective Study Tour 	
Number of teachers who participated in PL in 2024	160
Average expenditure per teacher for PL	\$2165.00

Teacher Satisfaction

Staff annually participate in formal survey's which allows them to indicate their intentions, preferences and requests for the coming year. This survey also provides the opportunity for staff to provide feedback and book appointments if there are any further matters to discuss regarding their positions.

In 2024 staff undertook the Work on Wellbeing survey as part of a two-year collaboration with Consultant Amy Green aimed at identifying workplace stressors and implementing a whole school wellbeing framework. These responses have been used to help plan the framework and from 2025 we have engaged with SKODL to implement an annual longitudinal survey on measures of workplace wellbeing and psychological safety.

Teacher Qualifications	
Doctorate	1
Masters	22
Graduate	26
Graduate Certificate	8
Bachelor Degree	84
Advanced Diploma	6
No Qualifications Listed	28

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	121
Teaching Staff (FTE)	105.96
Non-Teaching Staff (Headcount)	85
Non-Teaching Staff (FTE)	77.11
Indigenous Teaching Staff (Headcount)	3

Community Engagement

Goals & Intended Outcomes

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

We had a tremendous year in our Social Justice and Sustainability space with our priority being 'putting yourself in someone else's shoes'. We had a clear focus from our Living Justice Living Peace charter which included seeking change, walking in solidarity, inviting and welcoming all and healing creation.

As a school community we were able to have fantastic fundraising efforts for many different organisations as well as raising critical awareness for many different issues in our society. It was heart-warming to see staff and students step up in creating many events that engaged and strengthened our community.

This year, we hosted several impactful social justice events that highlighted the school's commitment to community engagement.

- **Caritas Ks** focused on "Walking in Solidarity," where students walked around the St Mary's Parish block to raise money and awareness for Caritas. Their determination and the support of school leaders made the event a great success.
- **Refugee Week** involved various activities that helped students understand the challenges refugees face. A highlight was a cultural three-course meal, organized by Mrs. Butler and Mrs. Mahoney, which sparked meaningful conversations.
- **Homelessness Week** featured sculptures symbolizing homelessness, created by Miss Ryan, which led to important discussions. Senior students participated in a Homelessness Night, focusing on creating change in the community.

- **St. Joe's Op Shop** promoted sustainability, with students and staff donating clothes to be sold, with proceeds benefiting St. Vincent de Paul in Echuca. It was a wonderful display of the school's commitment to social justice.

Throughout all these events, the Living Justice, Living Peace space continued to empower students to engage in positive social change.

Koorie Education

In 2024, the Koorie Education Worker celebrated several achievements, including welcoming 12 new Year 7 students, while bidding farewell to Year 12 graduates Anthony Cooper and Darlene Harrison. As part of Reconciliation Week, the induction of eight Fire Carriers at our Assembly, and the unveiling of new football jumpers designed by our very talented Year 10 student Isla Murray. The opening of the new Kildare Campus with 1,300 people in attendance included a smoking ceremony performed by Kildare captain Marlon Micalizzi and Cody Walker and a performance by Noah Makepeace on his didgeridoo. Additionally, students participated in cultural immersions, sports events, and community celebrations, with ongoing support from Yorta-Yorta Elders.

Parent Satisfaction

Parent Satisfaction

While a formal Parent Satisfaction survey was not conducted in 2024, St Joseph's College remains committed to capturing authentic parent voice. We are currently working in collaboration with Kildare Education Ministries to identify a survey platform that meets the evolving needs of our school.

This process will help ensure a consistent and meaningful approach to gathering parent and staff feedback. Our goal is to implement a new survey platform that will enable us to continue collecting valuable insights to inform our communication, engagement, and improvement strategies moving forward.

Financial Performance

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

For more detailed information regarding our school please visit our website at www.sje.vic.edu.au