



Melbourne Archdiocese
Catholic Schools

2025

Annual Report to the School Community



St Joseph's School

33 St John's Avenue, SPRINGVALE 3171

Principal: Michelle Verna

Web: www.sjspringvale.catholic.edu.au

Registration: 1429, E Number: E1147

Principal's Attestation

I, Michelle Verna, attest that St Joseph's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2025 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 22 May 2026

About this report

St Joseph's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

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

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

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

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

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

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

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

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

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

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

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

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

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

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

At St Joseph's we strengthen and integrate the Catholic faith by embracing and respecting our differences, through exploring other denominations alongside Catholicism and listening to each other's ideas. Catholic traditions are authentically embedded and integrated throughout the curriculum. We put our faith-based learning into action through daily prayer and student led liturgies; living Jesus' word by example. We demonstrate respect in all that we do, and work together to celebrate our Catholic identity through linking social justice initiatives between school, Parish and community.

We are a staff that focuses, supports and builds both pedagogy and wellbeing taking time to foster relationships through team building activities. Staff are dedicated to providing a stimulating and challenging work environment within well-resourced and contemporary classrooms. We have common high expectations for best practice and we implement professional learning and personal development, taking time to evaluate the outcomes we achieve. We explore staff individual expertise and interests with an openness to different ideas including within our school, other schools and networks. All staff spend time in the classroom on a regular basis, which allows us to master a 'change' before implementing the next. We develop trustful relationships that promote honest and open conversations when planning and meeting. Staff are empowered through a feeling of value and acknowledgement.

We value, support and take time to measure and analyse growth data through pre and post testing. Students are given time to reflect on their learning through self-assessment and evaluations. We use and need assessment and reporting data from all parts of the community that is timely, purposeful and appropriate to inform our teaching. We strive to understand the data we collect to create positive change. We frequently allocate time to analyse our data, evaluate our methods, and remove testing or adjustments that are not relevant, redundant or ineffective.

We promote a sense of dignity and optimism in each student to work towards a better future. We continuously develop whole-school social and emotional wellbeing practices through our rigorous Social and Emotional Learning program. In turn, we help students understand their personal strengths and how to use them, and consequently they develop a sense of self-worth that is independent of their academic ability. Through building strong and positive relationships between students, staff and parents, everyone is able to establish and promote a healthy growth mindset and work together to build resilience in the students. Our students are empowered because their strengths are celebrated and they are helped to navigate through the challenges of a rapidly changing world.

Our students leave St Joseph's as lifelong, faithfilled, critical thinkers and learners; creative, innovative and adaptable problem solvers.

School Overview

St Joseph's Catholic Parish Primary School is located in Springvale in the south eastern suburbs of Melbourne. The school was officially opened in 1938 and for the past eighty-one years it has served the surrounding community. The school, together with the Church, Parish Centre and Friary are located together in the heart of the local shopping precinct. In 2023, we had 560 students enrolled in our school. While the majority of our students were born in Australia, 97% come from families where English is an additional language. The main ethnic background is Vietnamese.

We are a very respectful community that lives out the Gospel values of love, forgiveness, justice and truth. We promote a Catholic environment and pastoral tone so that the Catholic message is experienced by students, parents and staff, where-by the climate of the school is a form of catechesis and living witness. (Make disciples of all: Mt 28:19). Everyone at St Joseph's strives with high expectations to give each child the opportunity to succeed and shine and to grow in all aspects, across their social emotional, spiritual, cognitive and physical learning. We infuse the core teachings of Catholicity and wellbeing across the whole curriculum. (I Came That You May Have Life and have it to the full: Jn 10:10).

We aim to educate today for tomorrow, so students will have the self-belief, skills, knowledge, wellbeing and attributes to contribute and flourish in a world that is fast moving, where jobs of the future are yet to be imagined. (Nurture leadership of all: Jn13:12-25). We are an incredible learning community and as such a wonderful place to belong. We are all truly privileged to be in this unique school community. (Where two or three gather, I am there: Mt 18:20).

Specialist teachers conduct lessons in Physical Education, Library, ARTs (visual and performing) and we deliver Italian daily. With the high English as an additional language (EAL) component, significant focus is placed on literacy. We have an extensive intervention team and program for English and Math, in order to meet the needs of all students, which includes a speech therapist, psychologist, Reading Recovery, targeted oral language programs. This is supported by a full time Learning Diversity and Wellbeing Leader. To further support and enhance the curriculum the following additional programs are provided: Swimming Years 3-6, Camp Years 5-6, interschool sports and athletics Years 5-6, Sporting Schools After School Sports programs, house system with school and sports captains and the buddy program across school levels. The school hosts a Before and After School program from 6.45am to 8.45am and 3.15pm to 6.15pm operated by Youth Leadership Victoria which also runs the holiday program.

Principal's Report

It is with great enthusiasm to present the 2025 Annual Report to the School Community as the new Principal of St Joseph's Primary School.

Our school continues to uphold a strong tradition of academic excellence and is widely recognised for the outstanding care and support we provide to every child. Once again in 2025, our students are at the centre of all that we do.

St Joseph's Primary School has a positive reputation within the local community and continues to be the school of choice. Our parents are highly supportive and actively participate in school activities through excursions, swimming programs, and both community and cultural events.

This year, as always, we celebrated our school families at our family welcoming family picnic at Burden Park. The event was highly successful and enjoyable.

We have a proud history of student contributions to the school grounds and environment, through artworks and displays that have become part of our buildings and shared spaces. In 2025, our students worked closely with an Indigenous Artist and together developed our Spirituality Garden.

We have continued to develop student voice, both within our school and through community partnerships. Our Year 6 Leaders continued to work closely with the Junior Student Representative Council to explore ways to improve our school playground. In addition, our Year 6 students worked closely with the City of Greater Dandenong by providing input and ideas on local initiatives.

Our Year 6 students continue to grow into respectful and confident leaders, supported by ongoing improvements to our senior school leadership program.

In 2025, staff worked closely with educationalists to further enhance student engagement in delivering a positive language approach to ensure we continue to provide an environment of respect, cooperation, and self-regulation for our students. By focusing on positive reinforcement and setting clear, consistent expectations, teachers can enhance student behaviour and learning outcomes. We refined our strategies to support positive student behaviour and further developed our whole-school approach.

Staff also deepened their understanding of MACS Vision for Instruction and Vision for Engagement, to ensure research based practice was consistent throughout the school.

We also maintain strong partnerships with a range of community agencies, helping families access services that support their needs.

As a collaborative school community, we continue to build a place where faith, learning, and love flourish. Together, we walk with purpose, supporting one another and celebrating the journey ahead.

I remain deeply grateful for the support of our families, the commitment of our staff and the joy our students bring to learning.

Catholic Identity and Mission

Goals & Intended Outcomes

Strengthen Catholic identity by building staff confidence in leading and embedding rich and meaningful prayer practices, deepening student engagement in prayer and reflection, and fostering a whole-school culture of faith, Catholic traditions and spiritual wellbeing.

To deepen prayer and reflective practice across the school by strengthening staff formation in Visio Divina, Christian Meditation, and The Examen, enabling staff to confidently guide students in rich spiritual experiences.

To develop our religious commitment as a staff in order to maximise student engagement and agency through Inquiry embedding our Catholic traditions authentically throughout the curriculum.

Staff will show their religious commitment through personal professional development. Students are able to link Christian traditions to the world we live in.

Students demonstrate values, ethics and morals that reflect their Catholic Faith in all aspects of their learning.

Achievements

Professional learning in Visio Divina, Christian Meditation and The Examen strengthened staff confidence and consistency in leading rich and meaningful prayer experiences across the school. Teachers increasingly embedded a variety of prayer practices into classroom routines and daily learning.

Students developed a stronger understanding of different forms of prayer and were able to identify, explain and engage in Visio Divina, Christian Meditation and The Examen. Students in Years 3–6 reflected on their prayer experiences through journaling, demonstrating deeper engagement and personal reflection, while students from Prep to Year 6 participated in prayer in meaningful and age-appropriate ways.

A whole-school focus on prayer strengthened student participation in class prayer and supported a shared understanding of Catholic identity. Collaboration with City of Greater Dandenong, staff, students and Brad West also supported the development of an outdoor spiritual space to enhance opportunities for prayer and reflection.

The school successfully achieved its Catholic Identity goals, with increased staff confidence in leading rich and meaningful prayer experiences and stronger student engagement in class prayer. Staff enrolled in professional development workshops provided by MACS. Professional

development and Spirituality days run by internal and external staff to deepen staff understanding and commitment. In 2025, the staff were led by Fr Rob Galea and many have undertaken extra professional development organised by Encounter Ministry.

RE/Inquiry planning of units of work led by Teaching & Learning and Religious Education Leaders to ensure collaborative and embedded units of work.

Social Justice student leadership group with REL as mentor Social Justice group involved in planning all whole school liturgies

Other student-led liturgies - such as ANZAC and Remembrance Day.

Value Added

- Strong links exist between the parish and school and continue to be nurtured and supported by Fr Joseph and Fr John. Non sacramental liturgies and whole school Masses reinforced the close links that exist between parish and school. The special blessing given to staff and students at the end of each term is another highlight.
- Our Sacramental Program for Confirmation consisted of face to face preparation of students, with parent involvement.
- The Year 3/4 students received the Sacrament of Eucharist
- The establishment of a prayer and meditation garden provided a dedicated spiritual space that enhanced opportunities for prayer, reflection, wellbeing and connection to faith within the school community.
- The Beginning of the School Year Mass was attended by the Year 1-6 students
- Prayers were shared at assemblies and at weekly staff meetings
- Year 6 Graduation liturgy and farewell was held in December. The liturgy was planned by a group of Year 6 students
- Contributions were made by families to parish fundraising for Project Compassion, the St. Vincent de Paul Christmas appeal for needy families in the area
- Social Justice leaders attended and were involved in the Interfaith Gathering organised through the City of Greater Dandenong.

Learning and Teaching

Goals & Intended Outcomes

To embed the Vision for Instruction across the school, promoting consistent, evidence-informed teaching practices that support high levels of student engagement, inclusion, and achievement.

To strengthen teacher collaboration and reflective practice through professional learning and collaborative planning in order to improve student learning and wellbeing outcomes.

To build a culture of high expectations where all students are challenged, supported, and actively engaged in their learning.

To strengthen staff capability in using formative assessment and student learning data to inform responsive teaching, differentiation, and targeted support and extension.

To foster learning environments that promote safety, engagement, agency, and a strong sense of belonging.

To use data and evidence to monitor impact, evaluate teaching practices, and identify priorities for continuous school improvement.

- By the end of 2025, 90% of Year 3 students will achieve a score of at least 17 in addition on the Westwood Basic Number Facts Test.
- By the end of 2025, 90% of Year 5 students will achieve a score of at least 20 in multiplication on the Westwood Basic Number Facts Test.
- By the end of 2025, all Year 1 students will achieve at least 28 out of 40 on the Year 1 Phonics Check.

Achievements

In 2025, staff continued to work collaboratively to provide students with evidence-informed teaching practices designed to respond to the diverse learning, language, and wellbeing needs of all students. Through a strong focus on explicit teaching, early intervention, differentiation, and targeted support, the school continued to strengthen literacy and numeracy outcomes across all year levels.

Teachers engaged in professional learning focused on the explicit teaching model, with an emphasis on effective checks for understanding. Staff explored evidence-informed strategies to monitor student learning in real time, increase engagement, and provide responsive feedback to support student progress.

The school implemented a structured synthetic phonics approach across Foundation to Year 2. Classroom programs focused on the explicit and systematic teaching of phonological awareness, letter-sound relationships, decoding, encoding, and early reading fluency to support strong foundational literacy development for all students.

Teachers also participated in professional learning focused on the administration and analysis of DIBELS (Dynamic Indicators of Basic Early Literacy Skills), an evidence-based literacy screener used to identify students requiring additional support in early literacy development. This strengthened staff capability in using assessment data to inform targeted teaching and intervention.

The SWAN (Students with Additional Needs) Team played a significant role in identifying and responding to individual student learning needs across the school. Working in partnership with classroom teachers, Learning Support Officers (LSOs), specialist staff, and families, the team coordinated targeted intervention programs and supports aligned to students' identified points of need.

A range of evidence-based literacy interventions and supports were implemented throughout the year, including:

Speech and Language Programs delivered by Learning Support Officers trained by the school's Speech Pathologist. These programs supported students in developing oral language, vocabulary, listening, and communication skills that underpin literacy success.

Oral Language Support in Year 1 to further develop students' vocabulary, speaking and listening skills, phonological awareness, and confidence in using English to support reading and writing development.

The Nuffield Early Language Intervention (NELI) program, which supported the early identification of students experiencing language difficulties through oral language and reading screening tools, enabling timely and targeted intervention.

Tier 3 Literacy Intervention providing intensive one-to-one support for students requiring highly targeted instruction in foundational literacy skills. Programs were tailored to individual student needs and focused on areas such as decoding, fluency, comprehension, spelling, and language development.

Targeted Literacy Support (TLS) implemented across Years 2-6 through small-group instruction following a comprehensive screening and assessment process used to identify students requiring additional literacy support. TLS focused on decoding, spelling, reading fluency, vocabulary development, oral language, comprehension, text discussion, and retelling skills. Ongoing assessment and monitoring enabled staff to provide responsive support aligned to student growth and learning needs.

Alongside targeted intervention programs, classroom teachers continued to use assessment and student learning data to inform differentiated teaching practices and monitor student growth across literacy and numeracy.

Extension and Enrichment

In 2025, the school continued to provide enrichment opportunities for high-achieving students across literacy. High-performing writers worked closely with dedicated teachers to further develop their writing craft, creativity, and authorial voice. This program culminated in selected student work being published in *Shared Stories*, an annual creative arts and literacy anthology that celebrates the writing and visual artwork of primary and secondary students from Catholic schools across Victoria.

Specialist Learning and Creative Opportunities

In 2025, students participated in a broad range of specialist learning experiences and whole-school creative projects designed to enrich the curriculum and foster student engagement.

Students accessed specialist learning in:

- Physical Education
- Visual Arts
- Music
- Library
- Italian, delivered through the Teachers as Co-Learners model, promoting cultural inquiry and collaboration.
- Students in Years 1-4 participated in the Garden Program, where they explored sustainability through hands-on learning experiences and had opportunities to cook using produce harvested from the garden.

In Foundation, a Play-Based Learning approach continued to support the development of oral language, social interaction, creativity, and early learning skills.

Planning and Professional Learning

In 2025, a strong focus was placed on collaborative planning, data-informed teaching, and professional learning across the school.

Key initiatives and achievements included:

- **Team Planning Days**
Each year level was allocated one full planning day per term.
- Planning focused on English, Mathematics, Inquiry, and Religious Education curriculum development and assessment.

Fortnightly Professional Learning Team (PLT) Meetings

Collaborative PLT meetings provided opportunities for staff to:

- analyse student learning data
- moderate student work samples
- engage with professional readings and research
- collaboratively design targeted and effective teaching strategies.

Student Learning Outcomes

Summary of NAPLAN results

Our school is proudly committed to supporting students from diverse linguistic and cultural backgrounds. As an English as an Additional Language (EAL) setting, we recognise that literacy development is closely connected to English language acquisition and that student growth occurs across multiple dimensions of learning. The 2025 NAPLAN results for Years 3 and 5 reflect the continued strength of our teaching, intervention, and support programs.

Across both year levels, the school achieved results that were predominantly rated as above or well above students from similar backgrounds across Australia. These results demonstrate strong student achievement and the positive impact of evidence-informed teaching practices across literacy and numeracy.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	410	55%	409	52%
	Year 5	491	61%	486	56%
Numeracy	Year 3	414	70%	413	66%
	Year 5	510	82%	506	77%
Reading	Year 3	417	75%	410	75%
	Year 5	495	81%	497	79%
Spelling	Year 3	444	76%	439	77%
	Year 5	519	81%	512	80%
Writing	Year 3	429	87%	423	84%
	Year 5	513	81%	509	84%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

In 2025, our goal in our Annual Action Plan was to strengthen students' sense of safety, security, and belonging by ensuring that staff consistently used the Pre-correct, Teach, Reinforce (PTR) approach and embedded Tier 1 social-emotional and self-regulation practices across the school. Through shared language, predictable routines, and proactive teaching of social and emotional skills, students were supported to understand their feelings, make safe choices, and interact positively with others. This whole-school focus contributed to a calmer, more respectful learning environment where every child felt safe, supported, and ready to learn.

We achieve our goal through the following actions:

- Collect data through student and staff observations, as well as interviews, to monitor the effectiveness and consistency with the use of PTR strategies.
- Effectively communicate PTR strategies to all staff and leadership to ensure consistent understanding and implementation.
- Collaborate with facilitator Patrice Wiseman to conduct walkthroughs and provide targeted feedback and support to staff on the effective implementation of PTR (Positive Teacher Reinforcement) strategies.
- Explicitly teach and have students practice techniques to use when they are in the yellow and red zones of their emotional thermometer.

Achievements

Wellbeing Foundations

Throughout 2025, St Joseph's Primary School continued to strengthen its commitment to creating a safe, nurturing, and inclusive learning environment. A strong emphasis was placed on positive behaviour language, student regulation, and building supportive relationships across the school community.

Professional Learning & Staff Capacity

Staff engaged in a range of wellbeing-focused professional learning, including:

- Mental Health First Aid training, supporting staff to recognise and respond to student and adult mental health needs.

- Flourishing Learners Conference, attended by the leadership team, with a strong focus on wellbeing, behaviour, and evidence-based strategies. Key insights were shared with staff and embedded into classroom practice.
- Ongoing work with Patrice Wiseman, refining major/minor, function of behaviour, behaviour definitions and strengthening consistent positive behaviour language across the school.

Student Voice, Agency & Leadership

Student participation in civic and community leadership continued to grow through:

- Children's Advisory Group (City of Greater Dandenong)
- Children's Action Group focusing on community needs
- Grade 5 Community Funding Project, where students assessed real funding applications and selected a project to support local community needs

These initiatives strengthened student agency, critical thinking, and community engagement.

Wellbeing Programs & Supports

A wide range of wellbeing supports were implemented throughout the year, including:

- Safe and calm spaces in classrooms, enhanced with fidget tools, beanbags, Lego, and sensory resources
- Lunchtime wellbeing clubs (Lego, Library, Art, and indoor quiet spaces)
- Chickens and vegetable garden program, supporting regulation, responsibility, and outdoor learning
- Teeth on Wheels providing onsite dental health checks
- Be You consultant partnership, supporting whole-school wellbeing approaches
- Strengthened Protect Protocol reporting and safety planning processes
- Kids Roar – Parent Evening Years 1 and 2 Body safety and seeking help
- Kids Roar – Program for Years 1/2 taught
- Inform and Empower Cybersafe – taught throughout the year for Prep to Year 6
- Safer Internet Day – Dress as a person who can help me
- Life Skills Go resource training and implementation across the school that helps students manage emotions, solve problems, and get along with others. It also allows teachers to monitor and track students' daily wellbeing.

Meditation Garden Project

A major highlight of 2025 was the completion of the Meditation Garden, a year-long collaboration with Indigenous artist Brad West. Features include:

- Sculptures representing Buddhist, Indigenous, and Christian spiritual traditions
- Student-designed clay tiles forming the garden pathways
- Native plantings completed by all students
- Quiet-reflection seating (dove seat and boomerang seat) used as regulation spaces

- The garden has become a valued wellbeing space for students seeking calm, reflection, or peer support.

Value Added

Student Support Services

- SWAN Team met fortnightly to monitor and support students with additional needs.
- SALT Team continued to review learning adjustments and behavioural supports every two weeks.
- School psychologist provided ongoing counselling and family support.
- Personalised Learning Plans (PLPs) were updated regularly to ensure targeted support.
- Strong partnerships were maintained with external agencies including DFFH, Orange Door, Catholic Care, Springvale Community Health, and the City of Greater Dandenong.

Transition and Orientation

- Four Prep orientation sessions supported a smooth transition for new students and families.
- End-of-year handover meetings ensured continuity of support for students with additional needs.
- Safety and behaviour plans were reviewed and strengthened to support vulnerable learners.

Community Wellbeing Events

- Twilight Picnic with jumping castle, face painting, coffee truck, and community gathering
- Father's Day Breakfast and Mother's/Father's Day stalls
- Christmas Concert and mid-year Art Show
- School tours throughout the year, strengthening enrolment engagement
- Breakfast Club continued to support students needing a positive start to the day
- Inform and Empower cyber safety parenting sessions
- These events fostered strong relationships between families, staff, and students, contributing significantly to overall wellbeing.

Mental Health in Primary Schools (MHIPS)

At St Joseph's, we are deeply committed to nurturing the wellbeing of every child. The Mental Health in Primary Schools (MHIPS) initiative, funded by the Victorian Government and

supported by the Melbourne Archdiocese Catholic Schools, has become a cornerstone of our approach to student mental health and wellbeing.

MHIPS builds the capacity of schools to identify, understand, and respond to students' mental health needs. Through this initiative, we provide early support so that children feel safe, connected, and ready to learn. It also strengthens partnerships between schools, families, and community services, ensuring a holistic network of care.

Our MHIPS framework highlights six protective factors that help children feel safe, connected, and ready to learn: Loved and Safe, Healthy, Identity and Culture, Participating, Learning, and Material Basics.

Children's wellbeing is dynamic and they move along a wellbeing continuum from Good to Coping, Struggling, or Overwhelmed. This model helps staff identify how each child is travelling and respond appropriately.

Daily Check-ins: Life Skills GO

Complementing our MHIPS work, Life SkillsGO is now a core wellbeing practice at St Joseph's. Each morning, students complete a short emotional check-in, giving every child a voice and helping teachers gain real-time insights into student wellbeing. This proactive approach strengthens relationships, supports early intervention, and ensures that every child feels known, heard, and cared for

Child Safe Standards

2025, St Joseph's continued to embed the Victorian Child Safe Standards across all areas of school life. Staff, students, and families worked together to ensure that child safety remained a visible and active priority. The school strengthened its policies, procedures, and daily practices to ensure every child feels safe, supported, and respected.

This included maintaining strong compliance with MACS expectations, upholding the MACS and school Codes of Conduct, and ensuring all staff and volunteers met the required screening and training obligations. Child safety remained a standing item at leadership, staff, and wellbeing meetings, ensuring that risks were identified early, concerns were followed up promptly, and a culture of safety and vigilance was consistently reinforced.

The school continued to refine and strengthen its processes for recording and responding to safety and wellbeing concerns.

Key improvements included:

- More consistent and accurate ABC behaviour tracking
- Clearer documentation of child safety and wellbeing concerns

- Supported teachers with their understanding of the 4 Critical Actions, PROTECT templates, and Child Safe Standards.
- Strengthened use of MACS reporting systems, including MACS Guard
- Regular communication with MACS Wellbeing Advisors
- Improved follow-up processes to ensure every concern is addressed
- These systems help the school respond early, support students effectively, and maintain a safe environment for all.

Supporting Students to Be Safe & Keep Others Safe

A major focus this year was helping students understand how to be safe themselves and how to act safely around others. This included:

- Developing personalised behaviour support plans for students who experience difficulty regulating
- Teaching students strategies to stay safe and make safe choices in the playground and classroom
- Regular PSGs for students experiencing ongoing challenges
- Working closely with internal and external psychologists
- Using Be You (a national mental health agency) to guide consultation and family support
- Supporting students to understand the impact of their behaviour on others and how to repair relationships
- This approach ensured that students were not only supported but also taught the skills needed to contribute to a safe school community.

Staff Training & Professional Learning

Staff continued to build their confidence and capability in child safety and behaviour support through:

- Professional learning in Tier 1 practices
- Training in understanding the function of behaviour and responding proactively
- Strengthening teacher understanding of how to keep students safe and how to maintain safety around students
- Regular updates on the MACS Code of Conduct and the school's own Code of Conduct
- This whole-staff commitment has contributed to a more consistent, predictable, and safe environment for all children.

Whole-School Behaviour & Safety Approach

Across the school, a coordinated approach to behaviour and safety was maintained through:

- Clear expectations and positive behaviour language

- Regular review of safety plans and behaviour plans
- Collaborative problem-solving between teachers, leaders, and wellbeing staff
- Strong alignment with MACS Child Safe Standards and reporting requirements.

This ensured that student safety remained central to all decision-making.

Positive Behaviour for Learning (PBL)

Towards the end of 2025, St Joseph's successfully entered the Positive Behaviour for Learning (PBL) program, a three-year whole-school initiative beginning in 2026. During 2025, the school:

- Formed a PBL leadership team
- Began reviewing current behaviour systems
- Identified priority areas for 2026
- Engaged in initial training and planning.

PBL will further strengthen our whole-school approach to safety, consistency, and positive behaviour.

Student Satisfaction

The 2025 Student Survey data shows strong and steady growth across key areas of school culture, wellbeing, and engagement. Students reported higher levels of belonging, positive teacher–student relationships, and learning disposition, reflecting the impact of our whole-school focus on connection, clarity, and consistent expectations. Perceptions of engagement, rigorous expectations, and school climate also improved, with several domains meeting or exceeding MACS averages. Student safety and enabling safety remained particular strengths especially with the Year 5 students, demonstrating the effectiveness of our wellbeing structures and proactive supervision.

Student Attendance

Consistent attendance is essential for every child's learning, wellbeing, and sense of belonging at St Joseph's. We closely monitor attendance and follow clear procedures to ensure students are safe, supported, and engaged in their learning.

Consistent attendance is essential for every child's learning, wellbeing and sense of belonging at St Joseph's.

Attendance is recorded twice daily at 9:00 am and 2:15 pm using the SIMON platform.

Parents and guardians are required to notify the school of absences via PAM, phone, email, text message or written communication.

If a student is absent without explanation, an SMS is sent at 10:00 am requesting confirmation of the reason for the absence.

When no response is received, administration staff follow up with a phone call, with all contact attempts recorded in the student management system.

If parents or guardians cannot be reached, the school contacts the listed emergency contacts.

Where concerns for a child's safety arise, the principal (or delegate) may authorise a wellbeing check through Victoria Police.

Patterns of low attendance, frequent lateness or repeated unexplained absences are referred to the Attendance Team, who work alongside the Inclusive Education and Wellbeing teams to support families and address barriers.

Families are encouraged to notify the school promptly regarding absences.

Holidays during term time are discouraged, and formal requests must be submitted to the principal for approval.

Average Student Attendance Rate by Year Level	
Y01	95.17
Y02	94.27
Y03	92.82
Y04	93.96
Y05	94.43
Y06	93.86
Overall average attendance	94.09

Leadership

Goals & Intended Outcomes

To embed a clear and shared school vision that promotes an optimistic, collaborative, safe, and respectful learning environment grounded in Gospel values.

To strengthen staff reflective practices that include cycles of inquiry, mentoring, professional goal setting.

Build a culture of high expectations across the school to support excellence in learning and teaching.

Empower staff and students with strategies and understanding to improve student engagement and ownership of learning.

Develop and strengthen middle leadership through targeted coaching and professional learning opportunities.

Deepen staff understanding of the school's Vision for Instruction through professional development and collaborative practice.

Use research-based evidence to inform effective learning and teaching strategies across all curriculum areas.

Embed consistent practices in the collection, analysis, and use of data to drive planning, assessment, and improved student outcomes.

Achievements

In 2025 a new Principal was welcomed in Term 2 2025. This brought much excitement and stability for the staff and school community.

There was strong endorsement of the leadership team's capacity to manage change effectively, support growth, and build the capability of others. This was reflected in continued and significant improvement in staff perception data related to feedback, professional learning, collaboration, support, leadership effectiveness, and relationships.

Staff also reported a positive shift in their perception of the school's Catholic identity, highlighting stronger alignment between school values and daily practice.

A strong priority continued to be placed on the leadership of learning at St Joseph's. Effective collaboration between school leaders and teachers was evident in the consistent, data-

informed improvement work that occurred within Professional Learning Teams (PLTs). This included the regular modelling of best practice to support teacher learning and development.

Regular data meetings between leaders and individual teachers continued to ensure rigour in analysing student progress and targeting teaching to meet individual needs. These practices promoted shared responsibility and accountability for student growth.

There was improvement in staff perceptions of Collective Efficacy, reflecting increased confidence in their capacity to enhance instructional practice and improve student outcomes.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2025
List Professional Learning undertaken in 2025: Leadership and School-Wide Development Staff Conference – School Vision, Expectations, Positive Behaviour, and Wellbeing (2 Days) Leadership Mentoring and Coaching with Linton Roe Mental Health in Primary Schools (MHiPS) Leadership Training Wellbeing Conference – Leadership Life Skills GO training - allowing the school to effectively use the Life Skills GO platform to monitor student wellbeing and support social–emotional learning. Connect In the Field – Vision for Instruction Mental Health First Aid MACS eSafety Summit: Empowering Educators for Digital Citizenship and Safe Online Behaviours Flourishing Learners Conference 2025. Curriculum and Pedagogy SWIF 3 Curriculum – Explicit Teaching (Terms 1–4) Teachers as Co-Learners (Languages/ Italian) Maths Network Day – Leaders REL Network Days - REL Maths Online Professional Development Session Multiplicative Thinking Staff Spirituality Day facilitated by Fr Rob Galea Wellbeing and Positive Behaviour Patrice Wiseman – Positive Behaviour Approach Professional Development Meetings – MHiPS/Wellbeing Staff Conference - School Vision, Expectations, Positive Behaviour, and Wellbeing Occupational Health and Safety (OHS) and Compliance

Expenditure And Teacher Participation in Professional Learning	
Occupational Health and Safety – Online Courses through SafeSmart Solutions Mandatory Reporting Module	
Risk 2 Emergency Management Plan and Warden Training Anaphylaxis Management Training – Twice-Yearly Briefing First Aid – Refresher Course	
Professional Development Meetings – OHS	
Number of teachers who participated in PL in 2025	50
Average expenditure per teacher for PL	\$1000.00

Teacher Satisfaction

The school has continued to focus on embedding a culture of continuous professional improvement. Revised organisational structures, the professional development of middle leaders, and strategic staffing to support inclusion and purposeful accountability have had a positive impact on the overall school climate.

Collaboration to improve outcomes has been strengthened within a culture of trust, mutual respect, and positive challenge. Teams were encouraged to form and were well supported in achieving their goals—particularly the Playground Development Team and the School Production Team. This process fostered greater collaboration and promoted shared leadership across the school.

Level teams were supported with four dedicated planning days. Teachers were provided with multiple testing days, and staff were released on a needs basis to manage workload and participate in professional learning.

All staff were encouraged to be involved in all aspects of school life, particularly in professional development opportunities. This has led to a significant improvement in collaborative teamwork, team support, and collective efficacy—particularly among non-teaching staff, where an approximate 10% increase was noted in satisfaction data.

The school's vision and core values continue to play an essential role in engaging staff, students, and families with the school's purpose and aspirations. We worked closely with both Patrice Wiseman and Mary Wilson (Schools that Deliver) to implement the next phase of our wellbeing and positive behaviour strategies. Our work has focused particularly on Tier

One classroom management strategies, which aim to create a calm, consistent, and supportive learning environment.

Teacher Qualifications	
Doctorate	0
Masters	10
Graduate	9
Graduate Certificate	1
Bachelor Degree	34
Advanced Diploma	12
No Qualifications Listed	5

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	54
Teaching Staff (FTE)	46.4
Non-Teaching Staff (Headcount)	24
Non-Teaching Staff (FTE)	16.62
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

To foster a rich partnership between the school and the parents of the school community.

To enhance St. Joseph's connection with the local and global communities.

For families to be more engaged as partners in their children's learning.

To improve parent understanding of student learning

That the school develops community partnerships that provide students with rich learning, personal development and citizenship opportunities,

That partnerships for learning between the school, family and community are strengthened

To organise family events which focus on building relationships and learning.

Achievements

In 2025, our school continued to build strong partnerships with local organisations and actively engaged students, staff, and families in a wide range of community and cultural initiatives. Our student leaders proudly represented the school in several key forums, and we strengthened ties with the City of Greater Dandenong, Monash Health, and other valued partners.

Some standout highlights of the year included our School Twilight BBQ, followed by the Andrew Chinn Concert, which was thoroughly enjoyed by all who attended. We also celebrated our wonderful Mother's Day and Father's Day breakfast events, both of which brought our community together in a joyful and meaningful way. Our Year 6 Graduation celebration at the end of the school year was another significant highlight, marking an important milestone for our senior students and their families.

Major Achievements and Community Engagement

Students actively contributed to the local community through participation in the Dandenong Student Advisory Group, Junior Civic Leaders Club, community grant initiatives and the Children's Forum, celebrating and promoting student voice and leadership. Students also represented the school at the Springvale Snowfest and the Dandenong Sustainability Festival, demonstrating leadership, creativity and community involvement.

The school continued to prioritise student wellbeing through parent Cyber Safety sessions and the Kids Roar parent session focusing on human development, respectful relationships and personal safety.

Sustainability remained a strong focus throughout the year, with student Sustainability Leaders running a successful stall at the Dandenong Sustainability Festival and the ongoing partnership with Cultivating Community supporting the school garden program and environmental awareness initiatives.

Students were recognised for their creative talents through participation in the MACS Annual Art Exhibition, where one student received a first-place award. Families also celebrated student learning and creativity at the 2025 Art Gala. The Art and Music specialists collaborated to create a wonderful Christmas concert that was well attended by the school community. In partnership with Indigenous artist Brad West, the school also established a community prayer space to support reflection, spirituality and cultural connection.

Year 6 students participated in interschool sports with schools from the local community, with the school volleyball team progressing through to the State Finals, demonstrating teamwork, perseverance and sportsmanship.

Strong family and community engagement was evident across a wide range of events and celebrations, including sacramental programs, liturgies, school masses, cultural celebrations, open classrooms, parent information sessions, concerts, excursions and community gatherings. Families continued to play an active role in supporting student learning and contributing positively to school life throughout the year.

Parent Satisfaction

Our school continues to enjoy strong and growing support from our parent community.

Many families, even after moving outside the local area, continue to travel considerable distances so their children can remain enrolled. This level of commitment highlights the deep sense of connection and loyalty our families feel toward the school.

Families value the meaningful connections we maintain with both our parish and the local community, recognising these partnerships as central to the holistic education we provide.

Parents consistently express pride in our school and value the high academic standards, the positive and respectful behaviour of students, the safe and nurturing environment, and our

strong foundation in faith and Catholic identity. These strengths contribute to our positive reputation within the wider community.

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.sjspringvale.catholic.edu.au