



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community

ST JOSEPH'S SCHOOL
BRUNSWICK WEST



St Joseph's School

185 Hope Street, BRUNSWICK 3056

Principal: Matthew Davey

Web: www.sjbwickw.catholic.edu.au

Registration: 915, E Number: E1076

Principal's Attestation

I, Matthew Davey, attest that St Joseph's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 27 May 2025

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

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

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

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

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

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

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

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

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

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

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

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

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

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

[Click here to see our Vision Statement](#)

School Overview

St. Joseph's School, Brunswick West, is a Catholic Primary School situated in the inner northern suburbs of Melbourne. St Joseph's School was established in 1911 due to a growing population in the West Brunswick area. St. Joseph's Parish was formed in February 1913.

- In 1918 the first Church was built. The Sisters of St. Joseph were at this time caring for the students. St Joseph's School celebrated its centenary in 2011, with the parish celebrating its centenary two years later in 2013.

During the 1920s Brunswick grew rapidly into a vibrant working class community. At this time, Brunswick was largely an Irish Catholic community. In 1927 work on what comprises the current main school buildings began, with many people contributing to the development of the Parish and school. The works were completed in 1929 and the buildings blessed by then Archbishop, His Grace Daniel Mannix.

In the 1950s the current St. Joseph's Church was built as the population continued to grow. St Joseph's welcomed migrants from Italy, Greece and the Middle East. Each of these groups has had an influence on St. Joseph's School, contributing to the atmosphere of acceptance and inclusion which still permeates the school.

Today, the school offers a comprehensive personalised education to approximately 195 students drawn largely from the Western region of Brunswick and Northern area of Parkville.

Parents are encouraged to become involved in the school through a variety of activities and are an integral part of our school. Many parents support the school through their involvement in the Parents & Friends Association, supporting their many fundraising and social activities.

There are also opportunities to volunteer in the school, such as a parent helper in for classroom and Library programs, and assisting in the school canteen.

The School Advisory Council also meet regularly throughout the year. The Council is comprised of 6 parents, with the Parish Priest and School principal ex officio members.

St. Joseph's, with a committed and highly professional staff, provides an exceptional standard of education for all students. There are 10 classroom teachers, supported by specialist teachers and in the areas of LOTE (Italian), The Arts, and Physical Education. Additional staff provide support in the areas of Learning and Teaching, ICT, Library, and Literacy and Numeracy Intervention,

Lunchtime clubs provide further opportunities for singing, craft, technology, drama, etc. Specialist instrumental music programs can be accessed by families as an extra-curricula option (parents arrange this privately with a qualified music teacher).

School Administration Officers ensure that the school administration runs effectively and efficiently and provides a friendly and informed initial point of contact with the school.

As a school we aim to be a significant part of the Parish and local community and our efforts are directed toward the full development of students and others within a Catholic environment. Every opportunity is taken to make use of facilities and services offered to the school. Family Masses celebrated on the First Saturday of each month offer full involvement in the Parish. Class Masses and whole school Masses are also celebrated throughout the year at either the Sunday Mass times or during the term. Education in Faith and social justice is a significant part of our mission.

Principal's Report

St. Joseph's Vision Statement speaks of striving "...to create an environment where students flourish, seek higher things ... and shape their world." Having been the principal of St. Joseph's for a little over seven years now, I can clearly see this evident across the school. Contemporary learning programs, strong pastoral care practices and a schoolwide student wellbeing program ensures that St. Joseph's School aims to educate the whole child.

St. Joseph's has continued to implement many effective learning and teaching practices, e.g. flexible learning groups, feedback processes, the use of learning intentions and success criteria, and problem solving strategies in numeracy. St. Joseph's continues to work to make sure these practices and procedures are implemented consistent throughout the school.

In 2024, St. Joseph's focused on further embedding PBL - Positive Behaviour for Learning. Several staff attended and presented at a national PBL conference in Cairns. A snapshot of PBL at St. Joseph's was also presented to the world in a short video shown at an international conference in Chicago. Our PBL Team continue to work with our staff, students and families to review, refine and refocus on ensuring we have a consistent approach across the school.

St Joseph's School is a welcoming, nurturing and inclusive community. The school has continued to place a strong emphasis on the learning and wellbeing of students, demonstrating a commitment to enacting the school vision; striving together to create an environment where students flourish, seek higher things and shape their world.

The school's commitment to its Catholic ethos is visible and faith formation is a priority at the school.

In the Learning and Teaching sphere, an ongoing commitment to improving teacher practice and investment in professional learning has been prioritised.

The school's deliberate intent to strengthen and embed wellbeing programs supported students to build positive relationships.

Families value the 'community feel' and sense of connectedness that the school conveys, and they recognise and value the focus on Christian values and Catholic ethos of the school.

At the end of our school review (Term 4 2023), the reviewer recommended that the school:

- Builds on leadership initiatives that guide, direct, and support enactment of the school vision and improvement in teacher practice and student learning.

- Deepens teacher and student understanding of student agency in their learning and in wellbeing
- Enhances the Catholic identity and culture of the school.

With this in mind, the School Improvement Framework (SIF) and Annual Action Plan (AAP) reflect these recommendations. MACS advisers provided support not only during the development of the Framework and Plan, but also continue to do so as we embark upon its implementation.

I would like to acknowledge the commitment and dedication of the following leaders to their respective roles: Jackie Fox-Hooper (Deputy Principal and Wellbeing Leader), Sonia Scott (Religious Education Leader), and Sam Ryder (Engagement and Diversity Leader), along with the staff in general who continued to support, trial and implement many initiatives enthusiastically.

Finally, it is important to remember that, first and foremost, we are a Catholic primary school whose actions and decisions are guided by the teachings of Jesus Christ. This is the foundation from which we work in all aspects of school life. Therefore, providing a just and equitable education for all our students is our goal at all times. This is the faith that Mary MacKillop spoke of when she fought so hard to provide a faith based education for the poor with which she worked. Her immortal words - to "Never see a need without doing something about it" - are ones that echo the teachings of Jesus and are a constant guide for all the

community here at St. Joseph's School. Matthew Davey
Principal

Catholic Identity and Mission

Goals & Intended Outcomes

Goal: To build an authentic Catholic Learning Community driven by its vision, mission and Catholic teaching.

That the capacity of the staff to design and implement an authentic, rigorous RE curriculum will be improved by enacting an effective pedagogy that engages and empowers our learners and effective practice focussed on growth and the learning progression.

That all members of the community take active responsibility for celebrating the Catholic tradition, and continuously enriching the prayer and liturgical life of the school.

That connections between the Catholic teachings and Positive Behaviours for Learning are made explicit.

Achievements

This year, our focus moved to Scripture, in particular recontextualizing the Catholic faith in meaningful and contemporary ways. Recognizing the varying backgrounds of our staff, targeted professional development was implemented to build confidence in unpacking and teaching Scripture, and how it is the cornerstone of our curriculum. Through the leadership of Sarah Smith, staff were supported in exploring the multi-layered nature of Scripture, developing strategies to enhance classroom dialogue and deepen student engagement. Particular attention was given to the Sacramental years, with Sarah also assisting in preparing families for the sacraments. A clear process was also established to guide staff in unpacking Scripture, and as structure to follow when designing units.

Professional learning remained a priority, with the Religious Education Leader (REL) participating in MACS-led professional development. Teachers were provided with professional learning opportunities, focusing on scripture, but also including Godly Play training, which supports storytelling and sacred wonder for younger learners and Christian Meditation as an option for prayer in the classroom.

Continuing our strong link with the Parish, junior classes led class liturgies, while students in Grades 3–6 attended termly parish Masses. Year 4 Eucharist candidates were provided with a children's Mass book to support their preparation and understanding of the liturgy. Monthly family masses continued throughout the year, supported by the school choir.

Communication with families was also strengthened through regular newsletter updates highlighting significant religious feast days and celebrations, reinforcing the home-school partnership in faith formation.

The Positive Behaviour for Learning (PBL) framework was also linked with our faith tradition. The REL joined the PBL team, ensuring that Gospel values underpin our behavioural expectations. Teachers engaged in professional development aimed at exploring the intersections between faith and Positive behaviours for learning, while students explored how the matrix provides the 'what' of our behaviour, but our faith informs our 'why'.

We look forward to continued growth in the development of staff and students, building an authentic Catholic community.

Value Added

MACSIS

Families' perception of and engagement with the overall Catholic identity of the school-

2023- 56%, 2024 - 59%

STAFF

How clearly do you understand the Catholic beliefs and practices underpinning the policies and practices of the school?

2023 - 87% , 2024 92%

To what extent does the school leadership encourage staff participation faith and religious formation.

2023- 48%, 2024 58%

To what extent are Catholic Church's liturgical seasons woven throughout the school year?

2023- 65%, 2024- 88%

FAMILY

To what extent is respect for Catholic beliefs emphasised at your school?

2023- 79%, 2024 - 87%

To what extent is respect for other religions emphasised at your child's school?

2023- 33%, 2024- 52%

To what extent are Catholic religious practices emphasised at your child's school?

2023 - 83% , 2024- 87%

Learning and Teaching

Goals & Intended Outcomes

To build a culture of student agency to enhance learning and wellbeing for optimal growth of all students.

- That there are processes for students to set individual goals and enable them to use reflective practices that are embedded in the school
- That students have an authentic voice and are active decision makers in the school

To build the teaching and leadership capacity of all staff

- That feedback and coaching processes are embedded across the school for all staff
- That assessment is used to guide instruction and support greater differentiation
- That consistent pedagogy is evident in the school

Achievements

2024 has focused on strengthening teaching practice and building a shared culture of learning across our school community. Key areas of development have included clarity in learning, effective feedback, and growing the capacity of both teachers and leaders.

We have worked to revive the Learner Qualities and the concept of the Learning Pit through targeted professional development for teachers. This has helped reignite important conversations about perseverance, challenge, and growth. These qualities have also been explicitly connected to the Be a Learner element of the school Matrix, supporting a consistent and student-friendly language of learning across classrooms.

The leadership team has engaged in professional development on learning intentions and success criteria, focusing on the “why,” the research behind these strategies, and how they can be effectively implemented. This has laid a strong foundation for future work in supporting staff with clarity in teaching and assessment.

To build momentum in classroom practice, we have also implemented some simple, high-impact strategies, or “easy wins,” such as fluency tasks that support student confidence and skill development, particularly in literacy.

Our work on feedback has included documenting what meaningful feedback looks like at St Joseph's, enabling consistency and shared expectations across the school. Additionally, we unpacked the MACSSIS feedback questions with staff to build a deeper understanding of how feedback culture influences engagement and growth.

We have shared and communicated the StepLab instructional coaching model with all staff, inviting those with more than five years of experience to trial the platform. This approach has supported differentiated professional learning and laid the groundwork for wider implementation in future.

In mathematics, we have developed clear and visible planning processes for all teams, ensuring consistent use of pre-assessment data and student.

In writing, we have continued to review the role of writing conventions, ensuring our approach supports both creativity and technical precision in student writing outcomes.

Leadership visibility and voice have been a priority. Leaders are encouraged to seek opportunities to share authentic successes and model a culture of celebration. At the same time, professional development and coaching opportunities have been provided for LSOs, informed by feedback and aligned with school improvement priorities.

Finally, we have begun to document leadership pathways to ensure clarity, structure, and support for staff aspiring to take on leadership roles in the future.

Student Learning Outcomes

Year 3 Reading - well above the State Average with 83% of our students performing at Strong or Exceeding

Year 5 Reading - well above the State Average with 78% of our students performing at Strong or Exceeding

Year 3 Maths - above the State Average with 75% of our students performing at Strong or Exceeding

Year 5 Maths - above the State Average with 82% of our students performing at Strong or Exceeding

Year 3 Writing - above the State Average with 82% of our students performing at Strong or Exceeding

Year 5 Writing - well above the State Average with 79% of our students performing at Strong or Exceeding

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	450	79%
	Year 5	511	65%
Numeracy	Year 3	415	75%
	Year 5	504	83%
Reading	Year 3	426	83%
	Year 5	520	78%
Spelling	Year 3	413	67%
	Year 5	507	78%
Writing	Year 3	438	83%
	Year 5	528	91%

*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.

Student Wellbeing

Goals & Intended Outcomes

To provide a safe and consistent learning environment that meets the social and emotional needs of each student

To build a culture of student agency to enhance learning and wellbeing for optimal growth of all students.

That staff wellbeing for performance is considered in policy, processes and practices within the school.

Achievements

At St Joseph's, we recognise that staff wellbeing is a vital component of a thriving and high-performing school community. Our commitment to supporting the health and wellbeing of our staff is reflected in our 2024 goals and refinement of school policies, processes, and practices.

This year, we have taken a significant step forward in this space by engaging Brendan Murray, a respected expert in the field of education and wellbeing. Brendan is working closely with our leadership team to develop a consistent, evidence-based approach to staff wellbeing that aligns with our school's values and goals. We have adopted concepts such as the drama triangle, how the brain works through safety- emotion- and thinking and coaching underpinning our wellbeing approach, called "Wellbeing for Performance"

We believe that wellbeing is not just about feeling good—it's about functioning well. "Wellbeing for performance" recognises that when staff take responsibility for their own wellbeing, they are better equipped to do their job effectively, support student learning, and contribute positively to the school community. Through professional learning with Brendan Murray we deepen our understanding of what "wellbeing for performance" looks like in practice. By aligning our policies, processes, and practices with this approach, we aim to create a workplace where staff are empowered to take care of themselves and one another, so they can be their best for our students.

PBL Conference 2024 – Sharing Our Practice Beyond Behaviour Basics

We are proud to share that St Joseph's was invited to present at the 2024 Positive Behaviour for Learning (PBL) Conference, showcasing our school's innovative approach to creating engaged learning environments that go beyond behaviour management.

Our presentation focused on how we are evolving the way we use our PBL Matrix—from a tool for behaviour consistency to a dynamic instrument for fostering self-aware, engaged learners. Rather than viewing behaviour as a standalone concept, we explored how it is deeply connected to learning, wellbeing, and student agency.

Guided by John Hattie's framework—Where am I at? Where am I going? How will I get there?—we shared how our school has shifted practices to strengthen the connection between:

Our behavioural expectations,

The classroom learning environment,

Learner dispositions, and

The Learning Pit model.

By aligning these elements, we are building a culture where students are not only supported to behave appropriately but are also encouraged to reflect, take ownership of their learning, and navigate challenges with resilience.

Our work highlights how integrating PBL with teaching and learning practices and student wellbeing creates a powerful, cohesive approach to school culture. We are excited to continue this journey and grateful for the opportunity to share our learning with other schools and educators across the state.

Throughout 2024, we continued to employ a chaplain to work with students and their families who may be experiencing grief, anxiety or other issues requiring a listening ear. 2024 saw the continuation of the Mental Health in Primary Schools Leader (MHIPS) within the school. This role was supported by Melbourne University who provided training. The role is part of our continuing commitment to provide students and families with a range of services and promote mental health in the community.

The St Joseph's Engagement and Diversity Leader's major role in 2024 was to support funded and non-funded students with difficulties to achieve and experience success in all areas of school life. The Engagement and Diversity Leader facilitated Program Support Group Meetings (PSGs) and Personalised Learning Plans (PLPs), advised Leadership on matters regarding the needs of students with difficulties and supported teachers, parents and students where needed to maximise learning opportunities for our most vulnerable students.

Value Added

- Inclusion of whole school Wellbeing themes
- Positive Behaviour for Learning implementation
- Continuing involvement in Respectful Relationships Program
- Investment in Staff professional learning in the wellbeing sphere.
- Recognition for PBL excellence

Student Satisfaction

School climate for students increased positively by 4%

Staff psychological safety increased positively by 15% well over the MACS average

Staff- Leadership Relationships increased positively by 3% over the MACS average

Student Attendance

Parents have two options to notify the school of student absence:

- phone the school (an answering service facility is in place for calls outside of normal business hours)
 - submit an Absentee Form via the Audiri App
- At the conclusion of the morning attendance process, the school (administration staff) contact parents /guardians (via SMS) about any unexplained absences.

In situations of extended absence (more than two days) with no contact from a parent, the Principal will contact the parent for further details and to offer appropriate support if required.

Average Student Attendance Rate by Year Level	
Y01	93.6
Y02	93.8
Y03	92.3
Y04	92.8
Y05	91.3
Y06	89.7
Overall average attendance	92.2

Leadership

Goals & Intended Outcomes

To create a vibrant learning community characterised by a shared vision, a strong sense of team work, and focused on improving student learning outcomes, underpinned by supportive leadership

- That the professional capacity of the staff is enhanced
- That a shared understanding of outstanding, contemporary education is achieved

Achievements

Building leader and teacher capacity through collaboration and professional learning continued to be a major focus of the Leadership and Management sphere in 2024.

The Leadership Team supported and directed staff in a number of ways, such as collaborative planning, staff meetings and professional learning meetings. In 2024, a greater variety of staff took responsibility for leading professional development sessions for the staff.

Both executive and leadership staff met on a weekly basis to ensure the goals of the school were being actioned. Following on from 2023's Agile Leadership course, executive leaders actively participated in MACS' School Improvement Network, once again facilitated by Simon Breakspear. Across four days (one per term), we continued to explore a range of tools to assist school improvement, with a particular focus on explicit instruction.

The PBL Team supported the staff as they continued to implement PBL across the school.

The following key teams work with staff:

Leadership Executive - Principal, Deputy Principal, Religious Education Leader, Engagement & Diversity Leader

Leadership Team: Leadership Executive, plus Literacy Leader, Maths Leader, Digital Learning Leader

Positive Behaviour For Learning (PBL) Team: Principal, Wellbeing Leader (also the Deputy Principal) and teachers from various year levels

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<ul style="list-style-type: none"> • DIBELS - Administration and Results • OHS MODULES • PBL - Whole school closure day with Dr Shiralee Poed (Associate Professor, School of Education, University of Queensland) <ul style="list-style-type: none"> ◦ The PBL Team also attended a national PBL Conference in QLD, presenting a breakout session for attendees • Science of Reading • RE- Lectio Divina • Catholic Identity • First Aid - CPR/ Anaphylaxis 	
Number of teachers who participated in PL in 2024	27
Average expenditure per teacher for PL	\$750.00

Teacher Satisfaction

According to the 2024 Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSSIS), overall school positive endorsement (staff satisfaction) was at 70%, which is in above the MACS average. This figure marks an increase of 8% from the previous year.

Teacher Qualifications	
Doctorate	0
Masters	5
Graduate	1
Graduate Certificate	1
Bachelor Degree	6
Advanced Diploma	2
No Qualifications Listed	13

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	24
Teaching Staff (FTE)	19.07
Non-Teaching Staff (Headcount)	12
Non-Teaching Staff (FTE)	6.02
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

To enhance the vibrant and welcoming community of St Joseph's, where partnerships are deepened within the school and are broadened with the wider community.

- That families are informed and engaged with student learning
- That the school community is consulted in marketing and promotion initiatives to ensure enrollments increase and are stable

Achievements

In 2024, we continued to share the learning and teaching strategies through parent workshops. For our literacy workshop we extended an invitation (via our social media platforms) to others in the community who would like to learn about our approach. This resulted in attendees from other schools, and resulted in enrolment enquiries.

A key focus for the year was a review of our marketing strategy and the implementation of new initiatives. A number of parents with experience in marketing provided support in a range of ways, such as the development of visual imagery and "voice".

Throughout the year, parents were invited to celebrate significant occasions such as Father's Day, Mother's Day, Grandparents Day/St. Joseph's Day, and our Sports Day. The Term 3 Learning Expo witnessed a strong turnout from the parent community.

In collaboration with the Parish, students and their families continued to attend monthly family masses. The final parish mass featured a post-mass BBQ, which attracted over 100 family members who shared a meal together.

IN December the school had a Twilight Market, providing not only our school community but those too in the broader community to come to the school for a relaxed evening of food, fun and entertainment. The event was well attended and will become an annual event.

Grade 5 and 6 students continued their engagement with local kindergartens, both through visits to work with students and by hosting local kindergarten students for lessons on-site. Our community engagement leader was also invited to collaborate with local kindergartens to present school readiness information, with a particular focus on early literacy skills.

Parent Satisfaction

According to the 2024 Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSSIS), overall school positive endorsement (parent satisfaction) was at 70%, which is in above the MACS average. This figure marks an increase of 4% from the previous year.

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.sjbwickw.catholic.edu.au