



Melbourne Archdiocese
Catholic Schools

2025

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 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 02 Apr 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

[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 185 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 the classroom.

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, and STEM.

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 eight 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.

In a year where Catholics around the world engaged in a Jubilee Year, St Joseph's School celebrated and recognised this with a shared focus on the theme of "Hope Anchored in Faith." Students and staff alike participated in activities that provided rich experiences, connected closely with the Josephite Tradition.

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 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.

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 consistently throughout the school.

In 2025, St. Joseph's continued to focus on embedding PBL - Positive Behaviour for Learning - across the school. 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 continues to work with our staff, students and families to review, refine and refocus on ensuring we have a consistent approach across the school.

In the Learning and Teaching sphere, an ongoing commitment to improving teacher practice and investment in professional learning has been prioritised. Impactful, explicit instruction practices are an integral part of our learning approach. Over the last three years the school has focused on implementing a consistent, evidenced based learning approach across the school. Programs such as Little Learners Love Literacy (LLLL), a sequential, explicit teaching program backed by research, forms part of our daily literacy learning. LLLL is part of our broader Science of Reading approach. As the name implies, we believe teaching reading requires a scientific, evidence based approach. “Students need explicit, systematic language instruction to “crack the code” and make sense of written language.”

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

2025 marked the Jubilee Year in the Catholic Church. St Joseph's School explicitly celebrated, recognised, and taught content across all year levels, with a shared focus on the theme of hope. Students across the school engaged in age-appropriate experiences that brought the Jubilee Year to life. Junior students participated in mini pilgrimages around the school grounds, supporting reflection and a sense of sacred journey. Staff participated in a whole-day pilgrimage across the city of Melbourne, tracing the life and mission of Mary MacKillop. This included visiting her birthplace, the church of her baptism, and significant sites connected to her early mission work, before concluding with the celebration of Mass at St Patrick's Cathedral. This experience deepened staff understanding of the school's Josephite charism and strengthened their connection to its historical and spiritual roots.

This year, we continued to focus on the intentional implementation of Sarah Smith's planning tool, with a strong emphasis on Scripture as the foundation for recontextualising the Catholic faith in meaningful and contemporary ways. Recognising the varying levels of confidence and experience among staff, targeted professional development supported teachers to deepen their understanding of Scripture and its central role in curriculum design. A clear and

consistent process was established to support staff in unpacking Scripture and applying it as the core structure when designing units of work.

Professional learning remained a key priority, with the Religious Education Leader engaging in MACS-led professional development and leading whole-staff learning across the year. Three staff members were successfully supported to apply for further study to become accredited to teach religious education in a catholic school. Their applications were successful, and all three will commencing their studies in 2026, reflecting a strong culture of ongoing professional growth and commitment to deepening expertise in Religious Education across the school.

The school prayer became increasingly known, shared, and celebrated across the school community, becoming a unifying expression of identity and belonging. Its regular use in classrooms, gatherings, and school events strengthened consistency in prayer practice and deepened students' connection to the spiritual life of the school.

Continuing our strong connection with the Brunswick and Moreland Mission, the school actively participated in shared celebrations and sacramental life, strengthening relationships across the broader parish community. Junior classes led class-based liturgies, while students in Grades 3–6 attended termly parish Masses, further embedding the connection between school and parish life. The school took its first steps toward amalgamation of celebrations between the three parish schools, meeting together as R.E.L.'s, principals and clergy, to plan our way forward.

We look forward to continuing our journey as a faith community.

Value Added

STAFF-

Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life.

2025 - 71%, 2026 82%

Collaboration around an improvement strategy

2025 79% - 2026-93%

STUDENTS

How often do Religious Education classes help you understand why you live the way you do?
2024- 46%- 2025- 48%

To what extent are celebrations and traditions, such as prayer, social justice, sacraments and Mass, a part of school life?

54% -2024, 56%- 2025

FAMILIES

To what extent is the Catholic mission emphasised at your child's school?

2024- 75% , 2026 78%

Learning and Teaching

Goals & Intended Outcomes

To improve students' mathematics achievement, particularly in mental computation and fluency in addition and subtraction, multiplication and division.

- When reviewing planning documents and classroom lessons in P–2, we will see teachers consistently implementing the Explicit Instruction Model.
- Classes will begin with a review session focused on addition and subtraction number facts.
- We will observe students participating in spaced review of addition and subtraction facts.
- We will observe students using a variety of efficient strategies to solve addition and subtraction problems, including doubling, partitioning, and halving.

To increase opportunities for students to read for enjoyment at school.

- Teachers will regularly engage students in shared reading within the classroom.
- Students will demonstrate increased PAT Comprehension scores across the school.
- Students will demonstrate a 5% increase in Oral Reading Fluency (ORF) scores across the whole school.
- Students will report increased enjoyment of reading at school in student survey data.
- Students will regularly access and engage with the future outdoor reading area.

Achievements

2025 has focused on strengthening teaching practice and building teacher capacity through evidence-based approaches to learning, memory, and student engagement. Key areas of development have included retrieval practice, spaced review, maths fluency, reading engagement, and the continued consolidation of our Instructional Model across the school.

Throughout the year, staff have continued building a shared understanding of the school's Instructional Model, with a focus on:

- designing the learning
- building the learner
- creating the vibe
- facilitating feedback

These elements have surrounded and supported each [learning sprint](#), helping create greater consistency in teaching practice and classroom culture across the school.

Professional learning and sprint work in Mathematics has centred on helping teachers better understand how students learn and retain information through the Simple Memory Model. Staff engaged in professional learning around retrieval practice, spaced review, and the modelling of effective lesson structures to support stronger knowledge retention and fluency development in students.

To support consistent classroom practice, teachers explored a range of practical and high-impact fluency strategies including maths games, brain dumps, retrieval grids, flash cards, quizzes, songs and rhymes, and multiplication strategies such as “Double Double.” Teams also began developing clearer scopes and sequences for the teaching of maths facts across the year levels to promote consistency and progression of learning.

A strong focus has also been placed on modelling effective teaching practice and building teacher confidence in implementing retrieval routines within daily lessons. This work has aimed to create more engaged classrooms where students regularly revisit and strengthen prior learning.

In literacy, a dedicated sprint focused on promoting reading enjoyment and building comprehension, particularly within the Year 5/6 cohort. Through the introduction of “Fun, Fiction, and Favourites,” students were provided with regular opportunities to immerse themselves in books and reading activities of their choice. This initiative aimed to build positive reading habits, increase engagement and reading stamina, and strengthen comprehension through meaningful and enjoyable reading experiences.

Alongside this work, we have continued implementing a coaching model across the school consisting of classroom observations, feedback conversations, and ongoing cycles of support. This approach has helped foster reflective practice, strengthen collaboration, and support the ongoing growth and development of teachers across the school community.

Student Learning Outcomes

Year Three Students - NAPLAN

Reading: 83.87% of students are achieving at or above the expected standard, with 25.81% Exceeding and 58.06% Strong.

Writing: 93.55% of students are achieving at or above the expected standard, with 12.9% Exceeding and 80.65% Strong.

Spelling: 80.65% of students are achieving at or above the expected standard, with 25.81% Exceeding and 54.84% Strong.

Grammar & Punctuation: 74.19% of students are achieving at or above the expected standard, with 22.58% Exceeding and 51.61% Strong.

Numeracy: 77.41% of students are achieving at or above the expected standard, with 19.35% Exceeding and 58.06% Strong.

Year Five Students - NAPLAN

Reading: 84.38% of students are achieving at or above the expected standard, with 31.25% Exceeding and 53.13% Strong.

Writing: 87.51% of students are achieving at or above the expected standard, with 34.38% Exceeding and 53.13% Strong.

Grammar & Punctuation: 75% of students are achieving at or above the expected standard, with 15.63% Exceeding and 59.37% Strong.

Spelling: 71.88% of students are achieving at or above the expected standard, with 12.5% Exceeding and 59.38% Strong.

Numeracy: 81.25% of students are achieving at or above the expected standard, with 18.75% Exceeding and 62.5% Strong.

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	461	74%	456	77%
	Year 5	525	75%	518	70%
Numeracy	Year 3	426	77%	421	76%
	Year 5	506	81%	505	82%
Reading	Year 3	432	84%	429	84%
	Year 5	524	84%	522	81%
Spelling	Year 3	446	81%	430	74%
	Year 5	494	72%	501	75%
Writing	Year 3	452	94%	445	89%
	Year 5	533	88%	531	90%

*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

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

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 2025 goals and refinement of school policies, processes, and practices.

At St Joseph's, We believe that wellbeing is not just about feeling good, it's about functioning well. "Wellbeing for performance" continues to be a priority at St Josephs for both staff and students, 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. 2025 saw staff exploring a tiered response to staff wellbeing to support at all levels.

Staff planned wellbeing lessons weekly using resources from the Respectful Relationships curriculum, alongside needs based wellbeing content from the Victorian curriculum. Our preps and Year 5 participated in the buddies program and our year 5/6 classes explored the wonders of living resources to learn about their emotional and physical development.

2025 saw PBL continue to evolve to strengthen links with teaching and learning practices and student wellbeing creating a powerful, cohesive approach to school culture. We launched our St Josephs Instructional playbook as a tier 1 strategy for creating classrooms that are conducive to learning but supporting tier 1 engagement in every classroom. Our work in PBL has been recognised as high performing by MACs and we were fortunate to host other MACS school to see our practices in action.

Throughout 2025, 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. 2025 saw the continuation of the Mental Health in Primary Schools Leader (MHIPS) within the school. This 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 2025 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

2025 MACSSIS perception survey data shows:

79% of students reported positive student- teachers relationships, this has increased by 2%

75% of students reported positive school connectidness and belonging.

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	93.61
Y02	93.78
Y03	92.29
Y04	92.83
Y05	91.25
Y06	89.66
Overall average attendance	92.24

Leadership

Goals & Intended Outcomes

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
- That staff wellbeing for performance is considered in policy, processes and practices within the school.
- That the school cultivates leadership, development and practices for all staff.

Achievements

The following key teams work with staff:

Leadership Executive - Principal, Deputy Principal/Wellbeing Leader, 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

Building leader and teacher capacity through collaboration and professional learning continued to be a major focus of the Leadership and Management sphere in 2025.

The Leadership Team supported and directed staff in a number of ways, such as collaborative planning, staff meetings and professional learning meetings.

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

The PBL Team continued to support the staff in the implementation of PBL across the school.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
• DIBELS - Administration and Results • OHS MODULES • Education in Faith - mini Pilgrimage as part of the Year of Jubilee • Science of Reading • RE- Lectio Divina • Catholic Identity • First Aid - CPR/ Anaphylaxis	
Number of teachers who participated in PL in 2025	27
Average expenditure per teacher for PL	\$750.00

Teacher Satisfaction

According to the 2025 Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSSIS), overall school positive endorsement (staff satisfaction) was at 75%, which is in above the MACS average. This figure marks an increase of 5% from the previous year.

Teacher Qualifications	
Doctorate	0
Masters	5
Graduate	1
Graduate Certificate	1
Bachelor Degree	6
Advanced Diploma	2
No Qualifications Listed	12

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	26
Teaching Staff (FTE)	20.79
Non-Teaching Staff (Headcount)	11
Non-Teaching Staff (FTE)	5.54
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 2025, the school continued to strengthen its engagement with families and the wider community through a diverse range of learning, celebration, and partnership opportunities. Student-led conferences allowed students to share their learning growth and achievements directly with their parents, fostering authentic student voice and deepening home–school connections. This was complemented by Learning Expos, which invited parents and community members into the school to explore the students' learning journey and celebrate classroom achievements.

A Parent Consultation Group was established to support the school in strengthening its visibility within the wider community and to inform strategies related to marketing and enrolments. This group provided valuable insights, feedback, and expertise, contributing to the development of more effective communication approaches and strengthening community engagement.

Throughout the year, the school expanded its focus on student wellbeing and digital safety through Cyber Safety Workshops for students and families, supporting responsible and informed technology use. Strong partnerships with local high schools were also maintained, with secondary schools supporting our athletics days, hosting student visits, and welcoming our students to attend school performances and transition experiences. These connections strengthened continuity of learning and helped build positive pathways beyond primary school.

Engagement with early childhood settings continued, with regular visits to local kindergartens and ongoing School Readiness Evenings for families preparing for school transition.

Community celebration remained a strong feature of the year. The Christmas Market was once again a highlight, bringing together families and the wider community for an evening of connection, food, and entertainment. A further highlight was the whole-school dance performance at the Moonee Ponds Clock Tower, which provided a significant public

celebration of student learning and brought the community together in a shared cultural experience.

Student leadership also played an active role in school improvement. The Student Wellbeing Leadership Team liaised with Bunnings to support enhancements to the wellbeing tree, demonstrating student agency and authentic involvement in school decision-making. In addition, a parent-led initiative supported the creation of a community outdoor library, enabling students to borrow and share books beyond the classroom and strengthening a culture of reading across the community.

Parent Satisfaction

FAMILY

How well do teachers at the school support you to engage with your child's learning?

2024- 65% 2025 - 71% (Three points above the MACS average)

In the past year, how often have you contributed to a learning experience, event or initiative at your child's school?

2024- 13% 2025 - 22%

Based on your experience with the school, how likely are you to recommend the school to prospective families?

2024 -74% 2025 - 78%

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