

2025

Annual Report to the School Community



St Joseph's School

6 Priory Lane, BEECHWORTH 3747

Principal: Ashley Pasqualotto

Web: www.sjbeechworth.catholic.edu.au

Registration: 672, E Number: E3022

Principal's Attestation

I, Ashley Pasqualotto, 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 31 Mar 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

The Catholic Education Week theme for 2025, “Pilgrims of Hope” aligned Catholic Education Sandhurst with the Catholic Church’s international Jubilee Year, inviting our education community to take up Pope Francis’s call to “fan the flame of hope that has been given us”. As St Paul reminded us in his letter to the Romans “hope does not disappoint us, because God’s love has been poured into our hearts through the Holy Spirit that has been given to us” (Romans 5:5).

Magnify Sandhurst

The rollout of Magnify Sandhurst across our 51 schools has been the most significant educational initiative in our system’s history. With the support of our partners—Steplab, Knowledge Society, MultiLit, and Ochre Education—Magnify has begun to transform classroom practice, curriculum delivery, and professional learning. The introduction of low-variance curriculum models, instructional coaching, and MTSS frameworks has provided a consistent and evidence-informed foundation for teaching and learning.

Early indicators from NAPLAN and PAT assessments suggest promising trends in student growth. The Magnify model’s emphasis on clarity, structure, and responsiveness has been well received by educators, and the gradual release of responsibility for both students and teachers is fostering a culture of deep learning and professional agency.

Academic Progress and Achievement

While full impact data will take time to mature, 2025 has seen encouraging signs of improvement in student outcomes. Schools implementing Magnify with fidelity are showing gains in foundational literacy and numeracy. VCE results across Sandhurst secondary schools continue to vary, but the system-wide focus on instructional quality and curriculum alignment is expected to stabilise and lift performance over time.

System Solidarity and Subsidiarity

The balance of solidarity and subsidiarity remains central to our system’s identity. In 2025, CESL continued to provide centralised support while respecting the unique character and needs of each learning centre. This approach has enabled shared growth and innovation, while empowering local leadership to respond to their communities with agility and insight.

Know Better, Do Better

As we deepen our commitment to continuous improvement, we have embraced the principle of “Know Better, Do Better.” This has meant courageously de-implementing programs that no longer serve our evolving goals, and supporting staff through transitions with empathy and

clarity. The humility to reflect, learn, and grow has been a hallmark of our leadership this year.

I remain deeply grateful to our school staff, CESL Office personnel, and the members of the CESL and Board for their unwavering commitment to our shared mission. The leadership and dedication demonstrated across our schools have made an outstanding impact in bringing Magnify to life throughout 2025, and the collective efforts of our entire education community continue to ensure that our young people and their families are empowered to have “life to the full” (John 10:10).

Kate Fogarty

Executive Director, Catholic Education Sandhurst Limited

Vision and Mission

Identity Statement

St. Joseph's school is a Catholic community promoting excellence in education and living the ideals of Strength and Kindliness in the tradition of the Brigidine Sisters.

Vision Statement

St. Joseph's Primary School strives to foster an inclusive learning environment that nurtures every child through faith, strength and kindliness.

Graduate Outcomes

At St. Joseph's we endeavour to educate students to:

- Be passionate life-long learners.
- Be fully engaged in their learning and pursue personal academic excellence.
- Be resilient, optimistic and self confident.
- Be empathetic, accepting and respectful.
- Be active in caring for the environment.
- Be open to challenges and opportunities.
- Be of service within the local and global community.
- Know and value the beliefs, rituals and traditions of the Catholic faith.
- Be responsible for their own learning choices and actions.

School Overview

St Joseph's is a Catholic Primary School that dates back to the mid 1800's. St Joseph's is situated in a small country town in the North East of Victoria. The forerunner of the present St Joseph's School was a wooden structure built in 1857, and up to the year 1886 it was staffed by lay teachers. In 1886 four Brigidine Sisters came out from Ireland after negotiations made by Dean Tierney and the Superioress of the Brigidine Convent of Abbeyleix, Ireland. Almost immediately the present site of 10 acres was purchased and the first stone was laid in 1888, and the convent and school were completed at the end of 1888.

St Joseph's continues the Brigidine spirit of 'Strength and Kindliness' today. In 2025 St Joseph's Primary School had 70 students and four classrooms operating. St Joseph's strives to provide excellent learning opportunities for all students in an atmosphere that is caring and nurturing. St Joseph's values and maintains the wellbeing of all in the St Joseph's community, striving to be a school that highly values relationships. It is acknowledged that parents are a vital link in the education of children and in 2025 St Joseph's continues to work in partnership with families developing the bond between home and school. St Joseph's staff and children embed a culture that honours our school vision. We are very proud of our work in making the school a safe and nurturing environment where all are treated with respect and dignity. We continue on this path, paying particular attention to building relationships and embedding a culture of respect for all. The wellbeing of students and families and the climate of a safe and caring environment is paramount at St Joseph's, and as the staff know a loving environment it is of the utmost importance in order to allow for the best possible education for all students.

St Joseph's Primary School has a strong relationship with St Joseph's Parish Priests, Monsignor Cris, Father Nathan and Father Arun. They are our community's spiritual and school leaders and as our Priests are building important, strong relationships through their caring, nurturing and strong presence in our school community.

The school is dedicated to high expectations and the staff strives to provide teaching that matches the children in interest and academic ability. The school has good facilities that are well maintained, including a multipurpose room, art room and kitchen area. School grounds include vegetable beds that contribute to the kitchen garden program. All students from grade three up have their own ipads. Children in the lower classes have access to i-pads to enhance their learning. St Joseph's offers specialist teachers in the areas of Visual Arts, Performing Arts, Italian, STEAM and Physical Education.

One of St Joseph's greatest strengths is the continual enthusiasm and participation of our parents in all school life. The staff are very grateful, as this contributes so much to the quality of education and the happiness and wellbeing of all our children.

Principal's Report

Dear Parents, Students, and Staff,

As we reflect on another year at St. Joseph's Primary School, I am filled with pride and gratitude for our school community. This year has been marked by memorable events and achievements that have brought us closer together.

Our participation in the ANZAC Day March was a poignant reminder of the sacrifices made by our servicemen and women. Our students demonstrated great respect and understanding of the significance of this day.

Continuing to be part of the Golden Horseshoe Festival was another highlight, through our participation in the Easter Parade and Food Stall. It wonderful to see so many families contributing.

The Trivia Night was another standout event, filled with fun and friendly competition. It was wonderful to see students, parents, and staff come together to test their knowledge and enjoy an evening of laughter. This event also helped raise funds for school projects.

A significant spiritual milestone for many of our students was the Sacrament of Reconciliation. This sacred event was an important step in their faith journey. The preparation and participation in this sacrament were beautifully supported by our parents, supported by school staff and parish community.

Our Catholic faith remains at the heart of everything we do at St. Joseph's. Regular masses and Parish Friends Morning Teas have provided opportunities for us to come together in worship and fellowship. The Mary and Brigid Group has been particularly active, contributing significantly to the community through their work at Quercus Gardens and the Op Shop. Their dedication and service are a shining example of living out our faith in action.

This year, we also undertook significant renovation and drainage projects to improve our school facilities. These projects have not only enhanced the aesthetic appeal of our school but also addressed a number of needs, ensuring a safer, welcoming and more conducive learning environment for our students.

As we look back on these key events, I am reminded of the strength and unity of our school community. Each event has contributed to the rich tapestry of experiences that make St. Joseph's Primary School a special place to learn and grow. I extend my heartfelt thanks to our students, parents, staff, and parish for their unwavering support and dedication.

Looking ahead, I am excited about the opportunities and challenges that the new year will bring. Together, we will continue to nurture a nurturing and inclusive environment where every student can thrive.

Thank you for being a part of our journey.

Warm regards,

Carly Avery

Principal, St. Joseph's Primary School

Catholic Identity and Mission

Goals & Intended Outcomes

Priority:

Foster well-formed and informed staff and students, familiar with the Catholic tradition and our school's Charism.

Goals:

- To develop a deeper awareness and knowledge of our school's Charism and the way in which we live this out.
- To provide opportunities for spiritual formation of staff and students.

Achievements

- Conducted a comprehensive review of staff understanding of the school's charism, ensuring alignment with our Catholic identity and mission.
- Updated curriculum units to better reflect and incorporate our school's charism, fostering deeper connections between faith and learning.
- Reviewed and updated the school Vision Statement to ensure it authentically represents our mission and core values.
- Celebrated St. Brigid's Feast Day as part of our Beginning of Year School Mass, strengthening community connection and spiritual reflection.
- Continued professional development with staff on a range of strategies for embedding prayer into the classroom, enhancing daily spiritual practice.

Value Added

The school values its connection with the community, particularly through participation in school and parish masses.

The strategic plan was to support teachers with a shared understanding with staff and students of our school charism and has continued through professional development.

The school emphasises prayer, celebration of feast days, and religious education, along with community engagement through the social justice group.

Several students underwent the Sacrament of Reconciliation, with support from the school, parish, and parents.

Overall, these initiatives demonstrate St. Joseph's commitment to its Catholic identity and the faith development of our students.

Learning and Teaching

Goals & Intended Outcomes

Priorities:

1. Develop a consistent whole school approach to curriculum delivery and pedagogical practices.
2. Develop a systematic plan for the ongoing collection, analysis, and use of multiple sources of data to improve student learning and wellbeing outcomes.

Goals:

- To collaboratively develop, document and enact a sequenced plan for curriculum delivery across all areas.
- To develop explicitly and agreed pedagogical practices that all teachers consistently implement.
- To build a shared understanding of our data plans so they can be fully implemented.
- To enhance the data literacy skills of staff in the analysis and use of data.

Achievements

- Successfully embedded the updated Mathematics curriculum across year levels, aligning planning and pedagogy with current standards.
- Upskilled staff in the use of Intelli Schools, a new data platform, to support ongoing, in-depth analysis of student learning data and inform targeted teaching strategies.
- Undertook professional development in the OCHRE and MultiLit programs, enhancing staff capacity to deliver evidence-based literacy and numeracy support.
- Commenced the implementation of the OCHRE program in Mathematics, supporting differentiated learning practices.
- Continued the successful delivery of Student Learning Expos, celebrating student growth and engaging families in the learning journey.

Student Learning Outcomes

Our 2025 NAPLAN data tracks slightly higher than the state average for all areas. Focused professional learning in 2021 and 2022 on reading and trialling strategies have contributed towards these results. Whilst there is a focus across the school on fluency and comprehension, there is also an emphasis on reading for enjoyment.

Our professional learning and implementation of our pedagogical approach with phonics,

morphology and orthology has resulted in a consistent approach across the school. This has also impacted on improving student vocabulary and writing.

We have also had a review of data sets needed to inform teaching and learning with particular focus on literacy in the middle and senior school.

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	*	*	*	*
	Year 5	514	82%	*	*
Numeracy	Year 3	*	*	*	*
	Year 5	517	82%	*	*
Reading	Year 3	*	*	*	*
	Year 5	507	91%	*	*
Spelling	Year 3	*	*	*	*
	Year 5	490	64%	*	*
Writing	Year 3	*	*	*	*
	Year 5	485	73%	*	*

*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 promote and build wellbeing for students, staff and parents.
- Introduction of Mental Health and Wellbeing Leader through the Mental Health in Primary Schools initiative
- Review of Tier 1 and Tier 2 practices within the school that support student wellbeing

Achievements

- Collaboratively developed a Behaviour Management Flow Chart with staff to establish clear, consistent expectations and consequences across the school.
- Delivered targeted wellbeing programs for students in Years 4–6, including Boys to the Bush and the Dragonfly Project.
- Designed and implemented term-long Nature and Wellbeing units for Foundation to Year 3, fostering mindfulness and connection to the natural environment.
- Continued delivery of Tier 2 intervention programs, including Peaceful Kids and Seasons for Growth, to support students experiencing anxiety or grief.
- Partnered with local primary schools to host a community information night at a local childcare centre, supporting transition and community engagement.
- Facilitated whole-school wellbeing-focused excursions, including walks, playground visits, and cinema experiences to encourage social connection and enjoyment.

Value Added

- Strengthened family partnerships through initiatives such as assisting parents in accessing Allied Health professionals and hosting a Peaceful Kids parent session, enhancing support for student wellbeing beyond the classroom.
- Invested in staff professional development focused on recognising and responding to student mental health needs, building a more supportive and responsive learning environment.
- Promoted inclusion and emotional wellbeing through the introduction of whole-school events like Harmony Day and R U OK? Day, fostering a culture of care, respect, and belonging.
- Expanded lunchtime club offerings to cater to a broader range of student interests, including the introduction of Pokémon Club and Running Club, providing additional opportunities for social connection and engagement.

Student Satisfaction

Student feedback and observations throughout the year reflected a strong sense of school belonging, with students feeling valued and connected within the school community. Rigorous behaviour and learning expectations were balanced with a nurturing environment, supporting both personal and academic growth. Students demonstrated positive learning dispositions, including persistence, resilience, and a willingness to take on challenges. Positive and respectful student–teacher relationships were a key factor in promoting wellbeing and engagement, contributing to a safe, inclusive, and supportive school culture.

Student Attendance

Student attendance is recorded twice a day electronically by classroom teachers. Parent Guardians are expected to notify the school by 9:00am of any absences. Any absences which are not notified are followed up by a text message to the parent by office staff by 10:00am. Parents are expected to respond to the text. If parents do not respond, other contacts on the students list are called.

The school follows up students who have high levels of absenteeism, with plans to support the student and family in this matter. In more difficult situations advice and support is sought from the Catholic Education Office, Absenteeism Officer.

Average Student Attendance Rate by Year Level	
Y01	85.96
Y02	92.63
Y03	88.95
Y04	88.52
Y05	92.79
Y06	90.19
Overall average attendance	89.84

Leadership

Goals & Intended Outcomes

- To strengthen the leadership capacity of the leadership team.
- To enact the Annual Action Plan.

Achievements

- Successfully completed the school renovation project, effectively managing timelines and responding to unexpected OHS issues to ensure a safe and functional learning environment.
- Implemented key strategies from the Annual Action Plan, with a particular focus on strengthening Catholic Identity across the school.
- Developed a targeted marketing action plan to enhance community engagement and promote school enrolment.
- Continued to support community spirit and school resourcing through the organisation of fundraising initiatives and social events.
- Led the initial phase of staff support and engagement with Magnify, laying the groundwork for effective integration into professional practice.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
Leadership meeting Principals Network First Aid Training Women in leadership Catholic Identity Educators Conference MS training Updated Mathematics Curriculum PD	
Number of teachers who participated in PL in 2025	7
Average expenditure per teacher for PL	\$1634.00

Teacher Satisfaction

Staff feedback throughout the year highlighted strong and supportive relationships between teachers and school leadership, contributing to a positive and collaborative school climate. A strong sense of student safety and wellbeing was consistently observed, alongside high levels of psychological safety among staff. Survey data also reflected a strong sense of collective efficacy, with staff expressing confidence in their ability to work together to positively impact student learning outcomes.

Anecdotal evidence, individual conversations, staff meetings, annual review meetings and general attitude from staff would indicate positive team and individual morale, with the main challenge being workload. Staff continued to work as a team, supporting each other. The impacts of the demands of teaching continue to impact staff wellbeing. This highlights the ongoing importance of support for staff from all stakeholders.

Teacher Qualifications	
Doctorate	0
Masters	3
Graduate	1
Graduate Certificate	0
Bachelor Degree	6
Advanced Diploma	2
No Qualifications Listed	4

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	15
Teaching Staff (FTE)	9.26
Non-Teaching Staff (Headcount)	7
Non-Teaching Staff (FTE)	3.23
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

- To provide opportunities for student voice through student leadership and response to student wellbeing surveys.
- To build on parent engagement.
- To develop a strategic approach to increasing enrolments through our marketing strategies.

Achievements

- Maintained a well-functioning and engaged School Council, which played a key role in supporting the successful completion of the renovation project and began planning for the upcoming Cubby House Project.
- Organised a range of social and fundraising events throughout the year, which were well supported by families and strengthened community connections.
- Continued to foster a welcoming and inclusive school environment, with strong parent involvement contributing to both student experiences and school improvement initiatives.

Parent Satisfaction

Parent feedback throughout the year reflected high levels of satisfaction with the school's overall environment, highlighting it as positive, welcoming, and supportive. Families reported a strong sense that the school is a good fit for their children, with students feeling safe, known, and valued. Communication between school and home was also rated positively, with parents appreciating the clarity, consistency, and openness of information shared.

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.sjbeechworth.catholic.edu.au