

2025

Annual Report to the School Community



St Joseph's School

1 - 25 Broadway Street, COBRAM 3644

Principal: Stephanie Arundel

Web: www.sjcobram.catholic.edu.au

Registration: 1152, E Number: E3029

Principal's Attestation

I, Stephanie Arundel, 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 21 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

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

At St. Joseph's we strive to create an inclusive community where everyone is supported to grow, learn and achieve in a faith-filled environment inspired by Mercy values.

St. Joseph's endeavours to educate students to:

Embrace challenges and opportunities to achieve personal best.

Persevere, explore situations and navigate adversity.

Connect our prior knowledge, relationships, experiences and learning to the world.

Be respectful and open-minded of people, cultures, values and ideas.

Understand themselves and others and make meaningful contributions to society.

Value and live the teachings of Jesus and know that they are loved by God.

Build a learning community that fosters best teaching practices to enable improved student learning.

School Overview

St. Joseph's Primary School is proudly situated within St. Joseph's Parish, Cobram, in north-east Victoria, and is part of the vibrant community of Catholic Education Sandhurst. With a current enrolment of 309 students and a dedicated staff of 40, our school is deeply committed to nurturing the spiritual, academic, social and emotional growth of every child.

Founded in the Mercy tradition, St. Joseph's continues to be inspired by the charism of the Sisters of Mercy. Their legacy of compassion, service, justice, hospitality and dedication to the community remains at the heart of our school culture. The values of hard work, strong relationships and care for others continue to shape who we are and how we learn together.

Guided by the Catholic Education Sandhurst vision through Magnify Sandhurst, we strive to create a learning community where every person is empowered to flourish and where faith, learning and wellbeing are deeply connected. We are committed to fostering curious learners, courageous leaders and compassionate citizens who are inspired to make a positive difference in the world.

St. Joseph's is a place where minds are inspired, character is formed and the traditions and values of the past provide a strong foundation for the future. While rich in history and tradition, our school offers a contemporary and dynamic learning environment. Our facilities include 16 permanent classrooms, a state-of-the-art auditorium, music room, library, administration building, staffroom and offices, alongside spacious and welcoming outdoor play areas for students.

We recognise that students thrive when supported by high-quality teaching, contemporary resources, strong relationships and a safe, inclusive environment. St. Joseph's offers a broad and engaging curriculum designed to equip students with the knowledge, skills and dispositions needed for an ever-changing world. Through innovative teaching practices and a commitment to excellence, we aim to support every child to grow in confidence, faith and lifelong learning.

At St. Joseph's, we proudly offer a Catholic education for all; one that celebrates each child's unique gifts and nurtures them to live with faith, hope, compassion and purpose.

Principal's Report

2025 has been another year of growth, achievement and opportunity for the community of St. Joseph's School, Cobram. Grounded in our Mercy tradition and guided by the vision of Catholic Education Sandhurst through Magnify Sandhurst, we continue to strive to create a learning environment where every child is known, valued and inspired to flourish.

At St. Joseph's, our commitment to faith, learning and wellbeing remains at the centre of all that we do. The values of the Sisters of Mercy continue to shape our school culture, calling us to live with compassion, courage, service and respect for others. Throughout the year, students have been encouraged to grow not only academically, but also spiritually and socially, developing the confidence and skills to positively contribute to the world around them.

Our staff have continued to demonstrate extraordinary dedication and professionalism in delivering high-quality teaching and learning programs. Through collaborative planning, evidence-based practices and a strong focus on student growth, we have worked to ensure every learner is supported and challenged to achieve their personal best. This aligns strongly with the Magnify Sandhurst commitment to flourishing learners, inspired leaders and thriving communities.

Student wellbeing has remained a key priority throughout 2025. We recognise that students learn best when they feel safe, connected and supported. Through strong partnerships between school, home and parish, we have continued to foster a welcoming and inclusive environment where every child can experience success and belonging.

Faith formation has continued to be an integral part of school life. Through classroom Religious Education, liturgical celebrations, sacramental programs, prayer experiences and opportunities for social justice action, students have been encouraged to deepen their relationship with God and live out the Gospel values in their everyday lives. Our strong connection with St. Joseph's Parish further enriches the faith journey of our students and families.

A significant highlight of 2025 was the outstanding success of the St. Joseph's Fete. This wonderful community event showcased the incredible spirit, generosity and dedication of our families, staff and volunteers. Countless hours of planning, preparation and hard work contributed to creating a vibrant and highly successful fundraising event that brought our community together in celebration. The commitment and support of parent volunteers was truly remarkable and reflects the strong sense of belonging and partnership that exists within our school community.

We are also deeply grateful for the continued support provided by families and volunteers throughout the year across many school events and initiatives. From the Mother's Day and Father's Day stalls, sporting events and carnivals, to the Colour Fun Run, Glowchella Disco and numerous other community activities, the generosity of time, energy and resources from our parent community greatly enriches the experiences available to our students. These events not only support valuable fundraising efforts but also strengthen the connections that make St. Joseph's such a welcoming and vibrant community.

We also acknowledge the invaluable contribution of our School Advisory Council. We are sincerely grateful to members for their time, wisdom and ongoing commitment to supporting the principal and school community in a guiding and consultative capacity. Their dedication to the continued growth and future direction of St. Joseph's is deeply appreciated. We thank Angelo Siciliano, Mary-Kate McCormick, Rosie Santoro, Gemma Tilley, Kaleena Pont, Samantha Mitchell and Virginia Hughes for their service and support throughout the year.

This year has also provided many opportunities for students to participate in camps, excursions, leadership experiences, sporting pathways, performing arts and community celebrations. These experiences help develop resilience, teamwork, creativity and confidence, while nurturing each student's unique gifts and talents.

We are deeply grateful to our dedicated staff, supportive families, parish community and Catholic Education Sandhurst for their ongoing partnership and support. Together, we continue to build a school community where students are empowered to learn, lead and serve with faith and compassion.

As we reflect on the year that has been, we celebrate the many achievements of our students and remain excited for the future of St. Joseph's School, Cobram; a community proudly living the Mercy tradition and embracing the vision of Magnify Sandhurst to ensure every learner flourishes.

Catholic Identity and Mission

Goals & Intended Outcomes

In 2025, the school's intended goals and aims focused on strengthening Catholic Identity through purposeful leadership, collaboration, and consistent practice across the community. The school aimed to build a sustainable leadership structure through shared responsibility, while developing a clear and common understanding of TAP hours and Professional Development requirements to better support staff accreditation. Strengthening professional relationships with the CESL Religious Education team and the Religious Education Leader at Sacred Heart Yarrawonga was a key aim, enhancing guidance, collaboration, and shared parish connections. Supporting staff to confidently implement the Source of Life curriculum, with consistent documentation and planning, was prioritised through clear and transparent communication. The school also aimed to strengthen alignment with Mercy values through the amalgamation of the St Joseph and Mercy Awards, creating a cohesive approach to student recognition. Enriching the liturgical life of the school remained a central goal, with regular whole-school Masses, consistent Friday Mass attendance by learning areas, and parish engagement through classroom visits from Fr Junjun, fostering deeper connections between faith, learning, and community.

Achievements

Over the past 12 months, the school has made strong and measurable progress in strengthening Catholic Identity across all aspects of school life. A comprehensive overview of staff TAP hours was developed, including a projected forecast, enabling proactive professional development planning and targeted support. This was strengthened by the provision of one Religious Education Professional Development session each term as well as a day of whole diocesan Professional Development, along with regular communication to keep staff informed of additional Professional Development opportunities to support accreditation requirements.

Two Catholic Identity Leaders shared the role and worked collaboratively throughout the year, maximising their leadership roles and released time to effectively enhance and support the Catholic Identity of the school. Staff confidence noticeably increased in implementing the scripts associated with the new Source of Life Religious Education curriculum, reflecting growing familiarity and consistency in practice.

Professional relationships were strengthened through the establishment of a shared network with the Religious Education Leader at Sacred Heart Yarrawonga, particularly during the preparation and celebration of the Sacramental Program. Communication processes were

strengthened through thorough and transparent weekly updates shared with staff via the school's communication portal.

A stand-alone framework for Mercy Awards was created and embedded across the school. These awards, grounded in Mercy traditions, were explicitly taught, valued, and used as the basis for school awards presented at assemblies, strengthening student understanding of Mercy values. Liturgical life became firmly embedded, with each class timetabled to attend Friday Mass in addition to whole-school Mass celebrations.

The relationship between the school and the parish deepened significantly over the year. Fr Junjun's regular visits to learning areas following Friday Mass evolved from introductory relationship-building to purposeful conversations centred on student learning in Religious Education. Student voice and leadership were also strengthened, with student leaders forming a Catholic Identity Team to assist in planning and leading whole-school faith events.

Catholic Identity Highlights

Term 1

- Opening School Mass
- Shrove Tuesday
- Ash Wednesday Mass
- Project Compassion initiatives
- Big Water Walk
- Establishment of the Student Catholic Identity Team
- Sacramental Program meeting

Term 2

- St Joseph the Worker Mass
- Sacramental Program preparation
- Sacramental Ceremonies
- National Reconciliation Week
- Laudato Si' Week

Term 3

- NAIDOC Week
- Reconciliation Program
- Diocesan Spirituality Day
- Inaugural Mercy Day celebrations

Term 4

Caritas Just Leadership Day

Mission Week stalls

End-of-Year Mass

Fire Carrier experience

Value Added

Over the past 12 months, clear value has been added to both staff formation and student faith development across the school. Staff have worked consistently and collaboratively to maintain and progress their TAP accreditation hours, demonstrating a shared commitment to ongoing professional growth in Religious Education. Students have developed a deeper and more consistent understanding of Mercy traditions and values through the use of a unified awards structure that remains the same each year, reinforcing shared language and expectations. The relationship between Fr Junjun and the school community has strengthened significantly, supported by the regular time he spends in learning areas after Friday Mass, allowing for meaningful connections and faith-centred conversations with both staff and students. Additionally, the workload and responsibility of Catholic Identity leadership have been more effectively managed through the shared Position of Leadership, enhancing sustainability, collaboration, and the overall impact of Catholic Identity initiatives across the school.

Learning and Teaching

Goals & Intended Outcomes

In alignment with Catholic Education Sandhurst's Magnify Sandhurst vision, St. Joseph's School, Cobram continued to focus on elevating learning excellence through evidence-informed teaching practices and a guaranteed and viable curriculum.

2025 Goals and Intended Outcomes:

Implemented coherent and sequenced curriculum delivery across all learning areas.

Implemented the MultiLit Suite, including MiniLit, throughout the school with fidelity.

Implemented the OCHRE framework for both English and Mathematics to support consistent assessment and teaching practices.

Began the implementation of The Knowledge Society program across the school.

Strengthened evidence-informed pedagogy and high-impact teaching practices.

Facilitated ongoing professional development opportunities to further staff knowledge and curriculum understanding.

Leadership began to provide feedback through coaching observations and professional learning conversations (Drop Ins)

Teachers participated in Annual Review Meetings (ARMs), working towards personal and professional growth goals.

Continued to strengthen student wellbeing practices, contributing to improvements in recorded behaviour data.

Achievements

Throughout 2025, St. Joseph's School, Cobram continued to strengthen learning and teaching practices in alignment with the vision of Catholic Education Sandhurst and Magnify Sandhurst. Data and evidence-informed practice remained central to decision-making processes across the school, supporting targeted teaching and improved student outcomes.

Collaborative planning and Professional Learning Community (PLC) meetings continued to be an integral part of the school's learning and teaching culture. Staff regularly engaged with consultants and support personnel from Catholic Education Sandhurst to strengthen curriculum knowledge, assessment practices and evidence-informed pedagogy.

The Science of Learning remained a key driver across all curriculum areas, with a particular focus on English and Mathematics. Staff continued to develop and refine their understanding of explicit teaching, cognitive load and structured instructional approaches to support improved student learning outcomes. Literacy assessments and student data were consistently utilised to inform planning and targeted teaching. MacqLit Reading Intervention

continued throughout the year, while MiniLit remained in place in the junior years to support students requiring intervention in foundational reading and decoding skills.

In Mathematics, staff continued to focus on evidence-based teaching practices and the implementation of Victorian Curriculum Mathematics 2.0. The Australian Government Number Check was implemented across the school to identify students requiring additional support in number knowledge and counting skills.

The school continued to utilise the ACER PAT assessment suite to collect and analyse student achievement data. Staff engaged in regular data dialogues during PLCs and staff meetings to inform teaching practice and support student growth.

The school's Domain Map, which outlines the teaching of all curriculum domains across a two-year cycle, including Source of Life and Rights Resilience and Respectful Relationships, was again successfully utilised. Consistent whole-school documentation developed in previous years continued to support curriculum planning and tracking, including Year and Term Overviews, Domain Scope and Sequences and Unit Planners.

Learning Diversity continued to be a strong focus across the school. The Leader of Learning Diversity facilitated collaborative staff meetings and PLC discussions focused on improving learning adjustments and supporting student growth. Personal Learning Plans (PLPs) remained a priority, with teachers, Learning Support Officers (LSOs), allied health professionals and families working together through regular Program Support Group (PSG) meetings to ensure targeted support for students requiring adjustments.

Throughout 2025, the school continued to operate with straight classes across all year levels. Year 6 students again embraced a range of leadership opportunities, including canteen operations, lunchtime responsibilities and student leadership roles. High expectations around student voice, responsibility and leadership development continued to be fostered across the school community.

Student Learning Outcomes

Student achievement and growth continued to be closely monitored through a range of assessment and data collection practices throughout the year. Students in Years 3 and 5 successfully completed the NAPLAN assessment schedule, providing valuable data to inform teaching and learning and monitor student progress against national benchmarks.

Students across the school also completed the relevant PAT assessment suite for their year level in accordance with the CESL assessment schedule. These assessments provided teachers with important insights into student growth and achievement in key learning areas.

Educators consistently tracked and analysed student data using the school's online Digital Red Book and CESL data spreadsheets to support evidence-based teaching practices and targeted intervention. Moderation processes for the Nationally Consistent Collection of Data

(NCCD) were also conducted to ensure accurate identification and support for students requiring adjustments.

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	440	71%	438	73%
	Year 5	503	67%	492	63%
Numeracy	Year 3	429	85%	419	79%
	Year 5	490	72%	478	65%
Reading	Year 3	425	83%	427	84%
	Year 5	490	75%	484	75%
Spelling	Year 3	434	79%	425	78%
	Year 5	494	69%	480	69%
Writing	Year 3	420	88%	427	93%
	Year 5	505	75%	486	70%

*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, St Joseph's prioritised a data-informed approach to wellbeing, identifying key areas for improvement through the analysis of wellbeing data and targeted student groups. A strong focus was placed on building and strengthening relationships across the school and wider community, recognising their impact on student engagement and success. Improving student attendance also remained a key priority, with a commitment to refining processes and increasing family engagement.

The Pastoral Wellbeing Team also experienced a transition in Term 1, with the departure of Wellbeing Officer Kye Roberts. The school community acknowledged Kye's contribution and celebrated his time at the school before his overseas adventure.

Achievements

Throughout 2025, a range of targeted wellbeing initiatives were implemented to support student development and engagement. This resulted in our Wellbeing team being recognised at the Catholic Education Sandhurst Awards winning for Student Engagement – Leadership Award.

The Peaceful Kids program was delivered across all four terms, with four groups involving approximately 28 students. This program supported students in developing mindfulness, emotional regulation, and coping strategies.

Harmony Day celebrations were successfully led, with strong involvement from Year 6 student leaders, promoting inclusivity and a sense of belonging within the school community.

Staff professional learning was strengthened through participation in the Knowledge Society Leaders Day, followed by whole staff training to focus on teaching practices that promote calm and productive classrooms. Initial routines were implemented in Term 2, beginning with the Cue to Start Routine then quickly embedding Entry, Exit, Mini-Whiteboard, Asking and Answering Question Routines by the end of 2025. In 2026, our focus will be on completing regular drop-in visits and learning the Voices and Movement routines.

The Breakfast Club program continued to run successfully each morning, supported by dedicated Year 6 student leaders, ensuring students began the day ready to learn. We had generous support from our local community in Baker's Delight and Moira Foodshare. These providers have supplied weekly bread, spreads, fruit and snacks to support all students and families.

The school strengthened its connection with the Catholic Education Sandhurst Aboriginal Team through ongoing collaboration with Neil Cooper (Wellbeing, Curriculum and Engagement Officer) and Michael Chisholm (Aboriginal Education Lead). This partnership supported our Year 5 FIRE Carriers and ATSI students to participate in an excursion to Quinn Island, strengthening their understanding of local Indigenous culture and community connections.

Staff worked collaboratively to plan and deliver meaningful Reconciliation Week and NAIDOC Week activities across all year levels, fostering respect and awareness of Aboriginal and Torres Strait Islander cultures.

Educational Needs Analyses (ENAs) were completed for all students in Out of Home Care, ensuring appropriate supports were in place. This work was led by the Learning Mentor (Tam Perry) and Designated Teacher (Apryl Sim), supported by Brooke Kuhle from CESL Safeguarding Team.

The school hosted a screening of the 'Seen' parenting documentary for families and the wider community, made possible through our partnership with Cobram Community House (CCH). This initiative strengthened community connections and provided valuable insights for parents. Approximately 20 people attended the event and Christine Osborne from CCH expressed her pleasure at the community attendance.

Two targeted social skills programs were delivered as Tier 2 interventions, each consisting of six sessions to support students requiring additional social and emotional development (12 students participated).

PAT Wellbeing data was reviewed to inform future planning and priorities for 2026. In response to student feedback, resources such as Shine on the Inside were researched and introduced to support wellbeing initiatives.

Value Added

Additional programs and initiatives further enriched the school's wellbeing approach:

The "I'm Here" program was delivered over eight weeks by a specialist youth worker from The Bridge Youth Service, supporting a small group of students at risk of disengagement from school.

Students engaged in Mission Week through a dedicated wellbeing stall, promoting awareness and participation.

Year 5 and 6 students participated in an online incursion delivered by the Butterfly Foundation, focusing on body image and promoting positive self-esteem.

Community engagement was further strengthened through the Barooga Carols Night, coordinated in collaboration with staff and involving students across all year levels.

Staff professional learning continued through a focus on Berry Street Education Model Domain 2: Relationships, supporting the development of positive, supportive classroom environments.

Student Satisfaction

Student voice continued to be an important focus in 2025, with students involved in planning and shaping school activities- R U OK? Day activities, Reconciliation Week, FIRE Carrier commissioning, lunch time activities, canteen and breakfast club duties. This approach supported stronger engagement and a sense of ownership within the school community.

Students engaged with the Wellbeing Team in a variety of ways throughout the year, reflecting the accessibility and responsiveness of wellbeing supports.

Recent ORIMA student survey data reflects many positive aspects of student experience at the school. Students reported strong perceptions that teachers hold high expectations for their effort, understanding, persistence and achievement (82%). Students also identified positive relationships and strong social connections with teachers both within and beyond the classroom (82%). Student confidence and mindset as learners was also positive (78%), alongside students feeling valued as members of the school community (77%).

An area identified for continued improvement is students' perceptions of physical and psychological safety at school, with 51% positive responses. As a school, we are committed to strengthening student wellbeing, fostering safe and supportive learning environments, and ensuring every student feels secure, respected and supported each day.

Student Attendance

Attendance remained a key focus throughout 2025. The school undertook a review of attendance processes, involving all staff and increasing communication with families. This review highlighted a pattern of frequent short absences, often approved by parents. St. Joseph's follows attendance guidelines; class roll is marked at the beginning and the middle of the day; a text message is sent to families of unexplained absentees at 9:30am. If a student remains unexplained thereafter a phone call is made to the family to check on the

student. Student attendance percentages are tracked weekly and attendance meetings are arranged when necessary.

In response, new attendance procedures were introduced in Term 3, providing greater consistency and clarity for staff. As part of this approach, targeted attendance meetings were implemented for students with attendance below 75%, involving both students and families to support improved attendance. A guide for staff when making contact with families was written to support teachers in their conversations, as well as weekly data is now shared with each year level cohort to increase awareness and early intervention of chronic absenteeism.

The Wellbeing team worked closely with CESL Safeguarding Leads to improve attendance for specific cases of truancy. These new measures ensured success in re-engaging two families who were identified as needing support to improve attendance outcomes throughout the year.

Average Student Attendance Rate by Year Level	
Y01	91.6
Y02	91.29
Y03	91.9
Y04	91.25
Y05	89.08
Y06	88.25
Overall average attendance	90.56

Leadership

Goals & Intended Outcomes

Leadership remained focused on implementing the priorities outlined in the School Improvement Plan (SIP) and Annual Action Plan (AAP) to strengthen whole-school improvement practices. A key goal was the implementation and embedding of Classroom Mastery routines to promote consistent classroom expectations, positive learning environments, and increased student engagement.

Intended outcomes included strengthening teacher capacity through professional learning, and collaborative planning, while supporting the consistent implementation of evidence-informed programs including MultiLit, OCHRE, Source of Life and Knowledge Society. Leadership also aimed to build coherent and sequenced curriculum practices, strengthen consistency in teaching and learning, and foster a culture of continuous improvement aligned with the school's Mercy values, high expectations, student wellbeing, and improved learning outcomes for all students.

Achievements

Leadership successfully led the implementation and refinement of key Classroom Mastery practices to strengthen consistency and engagement across all learning environments. This included the adjustment and facilitation of the eight Classroom Mastery routines, including whiteboards, entry and exit routines, answering questions, voice, lines, and cue to start. These practices supported the development of calm, structured, and high-expectation classrooms that maximised student learning time and participation.

A Behaviour Menu of Response was also developed and implemented to provide staff with a consistent and restorative approach to behaviour management across the school. Leadership further strengthened whole-school consistency by integrating the new Classroom Mastery template with the St. Joseph's behaviour curriculum, ensuring alignment between teaching practices, wellbeing approaches, and student expectations.

In addition, leadership supported the full implementation and fidelity of Magnify, embedding evidence-informed teaching and learning practices that align with the school's vision for excellence, continuous improvement, and positive student outcomes.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
Professional learning remained a strong focus throughout the year, with staff participating in a broad range of evidence-informed professional development opportunities designed to strengthen teaching practice, leadership capacity, student wellbeing, and learning outcomes. Leadership staff attended three Learning Leaders' Days, while the Leader of Learning and Teaching and two Impact Leaders participated in Steplab and Responsive Teaching professional learning led by Bron Rylie Jones. Staff also engaged in four Classroom Mastery training sessions, alongside a whole-school professional learning day focused on embedding consistent classroom routines and practices. Further professional learning included Knowledge Society implementation, supporting students with Developmental Language Disorder (DLD), PEN Principles, and Berry Street Education Model training with a focus on relationships and body regulation. Staff also participated in PLCS focused on goals, ARMS goals, and leading data dialogues to strengthen collaborative practice and data-informed decision making. Teaching staff engaged in writing moderation each term and completed the AERO Writing Survey Course to strengthen curriculum consistency and assessment practices, including the development of content descriptors for semester reports. Two Impact Leaders participated in the Science of the Academy of Instruction training in Effective Instruction in Reading and Spelling. Staff also undertook professional learning with Jarod Cooney Horvath, including reading his text prior to attending a two-day professional development program focused on the Science of Learning. This learning supported the implementation of practical strategies, including the use of cold call as part of the school's Science of Learning goals. Additional training included the Four Critical Actions training through CESL and Microsoft rollover and staff training to support digital learning and operational effectiveness across the school.	
Number of teachers who participated in PL in 2025	41
Average expenditure per teacher for PL	\$515.10

Teacher Satisfaction

Staff wellbeing, professional growth and professional voice remained a strong focus throughout the year. Teachers were provided with the opportunity each semester to meet with

the Principal to set professional goals, reflect on progress, and discuss future directions for growth and development.

Staff feedback indicated that teachers felt well supported by leadership, particularly in the areas of student behaviour management, professional learning opportunities, and parent interactions. This collaborative and supportive approach contributed to a positive professional culture across the school, where staff felt valued, encouraged and empowered in their roles.

Teacher Qualifications	
Doctorate	0
Masters	1
Graduate	4
Graduate Certificate	0
Bachelor Degree	18
Advanced Diploma	9
No Qualifications Listed	8

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	30
Teaching Staff (FTE)	26.85
Non-Teaching Staff (Headcount)	16
Non-Teaching Staff (FTE)	12.46
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

St. Joseph's School Cobram remained committed to fostering a collaborative, welcoming, and faith-filled community where all members work together educationally, spiritually, and socially for the benefit of all. Guided by Mercy values and Catholic identity, intended goals focused on ensuring the teachings of Jesus are taught, modelled, and lived through everyday relationships and experiences.

Key intended outcomes included strengthening partnerships with parents, the Parish, and the wider community through open communication, shared experiences, and community engagement opportunities. The school aimed to continue nurturing a connected and inclusive environment where all members feel valued, supported, and empowered to contribute positively to school life.

Achievements

The St. Joseph's School Cobram community continued to demonstrate strong collaboration, generosity, and support throughout 2025. The School Advisory Council operated successfully throughout the year, providing valuable parent voice and guidance on key school matters, including uniform decisions and the Federal Capital Building Grant application process.

Community engagement remained a strong focus, with families, parishioners, staff, and volunteers actively supporting events including the Mother's Day and Father's Day Picnics, Grandparents Picnic, Easter Liturgy, Biggest Morning Tea, Big Water Walk, Italian Day, assemblies, and sacramental programs. Parents and community members also generously volunteered their time to support Athletics Day, Swimming Day, Cross Country, and whole-school events.

The St. Joseph's Fete continued to grow in strength and reputation throughout the district, with ongoing support from families, staff, and the wider community ensuring the continuation of this valued tradition. Community partnerships were further strengthened through weekly year level Masses, whole school Masses, Three-Way Chats, and parent engagement opportunities, fostering a welcoming and faith-filled environment where all members of the community felt connected, valued, and supported.

Parent Satisfaction

Parent voice and engagement continued to play an important role in strengthening the partnership between home and school throughout the year. Parents were regularly surveyed

to gather feedback and opinions on a range of aspects of school life, ensuring families had opportunities to contribute to school improvement and future planning.

Recent ORIMA data highlights many positive perceptions of our school community. Families reported strong confidence in the learning climate of the school (86%) and how well the school meets their child's developmental needs (80%). Families also acknowledged the timeliness, frequency and quality of communication between the school and home (78%). Perceptions of student physical and psychological safety at school were also positive, with 71% of families expressing confidence in this area.

An area identified for continued growth is strengthening partnerships between families and the school, with 47% of families feeling they are active partners in their child's education. As a school, we are committed to building stronger connections and creating more opportunities for meaningful family engagement and collaboration.

The Advisory Council continued to represent and advocate for the parent community, providing valuable feedback and supporting decision-making processes within the school. Leadership also maintained an open-door policy, with many parents utilising the opportunity to make appointments and engage in open and constructive conversations with school leaders.

Strong family engagement was further reflected in the high attendance at 3-Way Chats and Parent Teacher Interviews each semester, with an average participation rate of 90% across the school. This strong level of engagement highlights the shared commitment between families and staff to support student learning, wellbeing and success.

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.sjcobram.catholic.edu.au