



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



St Joseph's School

40 Milners Road, YARRA JUNCTION 3797

Principal: Nicholas Boyhan

Web: www.sjyarrajunction.catholic.edu.au

Registration: 1579, E Number: E1207

Principal's Attestation

I, Nicholas Boyhan, attest that St Joseph's School is compliant with:

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

Attested on 04 Apr 2025

About this report

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

Governing Authority Report

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

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

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

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

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

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

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

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

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

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

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

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

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

St Joseph's School Vision

Inspired by Jesus Christ,
St Joseph's school is a community;
Nurturing personal, spiritual and academic growth
empowering all for a future of hope.

St Joseph's School Mission

Our mission is inspired by the spirit of St Mary of the Cross and the Josephite Sisters.
St Joseph's School Community is one in which members:

- are inspired by Jesus Christ and the gospel values of love, truth, justice and peace.
- have a sense of belonging and are active contributors to the parish, local and wider community.
- will be given many opportunities to develop spiritually, physically, academically, emotionally, socially and culturally.
- value life-long learning and have high expectations of possible achievements.
- find meaning through integrating faith, life and culture.
- aspire to create a just world that promotes the dignity of every human person.
- promote the Gospel message according to Christian values.
- will be aware of the rights of all people and will be responsible for their own actions.
- appreciate and care for the natural environment.
- build relationships that foster a collaborative approach.

School Overview

Nestled in the heart of the picturesque Upper Yarra Valley, St Joseph's Catholic Primary School has been a cornerstone of faith-based education since 1958. Set on 17 acres of serene bushland, our school provides a unique and inspiring environment where students are nurtured in faith and learning is enriched by nature.

As part of the Sacred Heart Parish, we are deeply committed to cultivating a Christ-centred community grounded in the values of care, responsibility, respect, justice, collaboration, and lifelong learning. These principles guide everything we do—from our teaching practices to our community partnerships.

With an enrolment of 91 students, St Joseph's offers a supportive, close-knit learning environment. In 2024, our school was comprised of six multi-age classes, supported by a team of 18 passionate staff members, including both teaching and support roles. Our class structure included:

1 x Foundation Class

1 x Year 1/2 Class

1 x Year 3/4 Class

2 x Year 5/6 Classes

Class sizes range from the mid-teens to low 20s, allowing for personalised attention, strong teacher-student relationships, and targeted learning.

We deliver a comprehensive and engaging curriculum that supports all learners. Our approach combines evidence-based teaching with a focus on student wellbeing and development across academic, creative, and social domains.

In 2024, our Specialist Programs included weekly 50-minute sessions in:

Performing Arts

Japanese (LOTE)

STEAM (Science, Technology, Engineering, Art & Mathematics)

Physical Education

These programs enrich our core curriculum—Religious Education, Literacy, Numeracy, and Inquiry-Based Learning—ensuring our students become confident, capable, and compassionate individuals.

St Joseph's is more than a school—it's a welcoming, inclusive community. We value the vital partnership between home, school, and parish, and encourage families to take an active role

in their child's education and faith journey. This sense of belonging is the heartbeat of our school.

Our beautiful school grounds combine thoughtfully developed facilities with preserved natural bushland, providing inviting, flexible learning spaces that celebrate our connection to the environment.

At St Joseph's Catholic Primary School, students don't just learn—they grow in spirit, mind, and heart. We invite you to discover what makes our school a truly special place to begin a lifelong love of learning.

Principal's Report

The following Annual Report to the School Community is based on data and evidence from the 2024 school year. The Australian Government requires all schools to report publicly on specific areas to demonstrate school performance. These areas are outlined in this report. We hope you find the information valuable and reflective of the significant achievements of St Joseph's School, Yarra Junction.

The 2024 academic year began positively, with a warm welcome extended to our new Foundation families. The leadership team for the year consisted of:

Nicholas Boyhan – Principal
Katie Vranken – Deputy Principal
Terry Foley – Religious Education and Sports Leader
Simone Traynor – Literacy Leader
Lisa Bourke – Numeracy Leader
Rebecca Beveridge – Student Wellbeing Leader

The school embarked on a productive year of teaching and learning with a targeted focus on consistent and high-quality pedagogical practices. Our aim was to foster meaningful connections between faith and life, and to enhance student voice and agency.

We maintained a strong commitment to Professional Learning and School Improvement, continuing our work on Positive Behaviours for Learning (PBL). Our leadership team collaborated with colleagues from our Rural Community of Practice (CoP) and attended School Improvement Learning Collaborative Professional Learning meetings, facilitated by the Melbourne Archdiocese Catholic Schools (MACS).

Face-to-face professional learning opportunities, including staff meetings and Professional Learning Team meetings, provided refreshing and impactful engagement after the limitations of previous years.

The majority of our students demonstrated progress in their learning throughout the year. Data from the National Assessment Platform showed that Year 3 and Year 5 students performed similarly to students in comparable schools across all areas of literacy and numeracy. These results were consistent with school-based assessments.

We implemented targeted intervention strategies in alignment with the Melbourne Archdiocese Schools Intervention Framework to support student learning needs.

In 2024, students participated in a broad range of extra-curricular activities including:

Camps

Incursions and excursions

Lunchtime clubs

All activities were carefully risk-assessed with a strong emphasis on student safety. Highlights included:

Year 3/4 Camp at CYC Camp Adanac in Yarra Junction

Year 5/6 Camp at Sovereign Hill in Ballarat

These experiences were highly valued by both students and staff, contributing significantly to student development and school culture.

We continued to build strong partnerships with our parent community through active participation in:

Parents & Friends

Advisory Board

Grounds & Maintenance Group

Engaging with families across the liturgical, sacramental, academic, and social life of the school has been a highlight of the year.

2024 has been a year of growth, learning, and community spirit. We are proud of our students' achievements, the dedication of our staff, and the continued support from our families. We look forward to further success and continued collaboration in 2025.

Catholic Identity and Mission

Goals & Intended Outcomes

That students are more engaged in scripture, traditions, prayer and liturgy across all learning.

Achievements

Throughout 2024 we worked to consolidate teacher capacity to deliver a high quality RE program, through quality practice linking scripture and church traditions and beliefs to the local catholic traditions and practices.

St Joseph's staff set to the final stage of professional learning, led by Dr Peta Goldberg (Australian Catholic University - Brisbane). This initiative has been part of the Rural Schools Collective, Code of Practice. These were once a term, for one hour conducted during staff meeting time. The focus for 2024 was on Catholic Social teaching, the gospel of Mark and Advent.

A whole school professional Development Day in Faith was led by Anne Slingo. This day focused on St Joseph and his role as protector and fatherly example to Jesus. We looked at the importance of St Joseph as a patron for our school and how through his quiet example we can be strong leaders in faith in our community.

Value Added

The Religious Education Leader attended the Eastern Region Network to gain ideas and strengthen personal skills to lead other staff in the development of the Faith Dimension program. The Principal, Deputy Principal and Religious Education Leader worked closely with counterparts from the Rural COP Schools, supported by Eastern Region MACS, Religious Education Consultants.

The Religious Education Leader was supported by Eastern Region MACS, Religious Education Consultants to facilitate the planning of R.E. units and prepare for the Staff Development in Faith Day with Anne Slingo.

Each term, the school community celebrated masses with Fr Michel Corriveau for feast, solemnities and Holy days. Each class also attended a weekday mass and had opportunities to discuss faith understandings with Fr Michel.

Learning and Teaching

Goals & Intended Outcomes

Goal:

To build shared understanding and consistency of pedagogical practices for all staff.

Outcomes:

That there is a strategic professional learning plan for ongoing knowledge and development of skills.

That there is an upward trend in student learning outcomes.

Achievements

Strategic professional learning plan for ongoing knowledge and development of skills

Target - that a professional learning plan is documented and enacted.

In 2024, Melbourne Archdiocese Catholic Schools (MACS) released their new 'Vision for Instruction - Flourishing Learners', influencing teaching methods and processes for both literacy and numeracy. With staff from other Melbourne Catholic schools, all staff at our school engaged in professional development, unpacking components of the Science of Learning. Teachers were supported to develop an understanding of research that informs educators on how students learn best. Where viable, Education Support Officers were included in this professional development.

As a result, the following modifications have been made to the teaching of Numeracy and Literacy:

The implementation of lessons that begin with teacher-guided instruction and gradually shift responsibility to the student with modelled and guided practice.

Daily Reviews (to help students retain previously learned knowledge) in Numeracy in all classrooms

Daily Reviews in Literacy in Years 3-6

The increased application of participation tactics which require all students to respond in class, rather than calling on individuals who raise their hands (eg group reading, writing responses on mini whiteboards, using hand signals, answering multiple choice questions)

According to the MACSIS survey data, staff scored 81 % in the Professional Learning domain. This is an upward trend from 72% in 2023, and is higher than the MACS average of 63%.

Target - That consistent planning documents are developed and enacted.

Planning documents are evolving to match the change in teaching approach. This process is still ongoing.

Student Learning Outcomes

Upward Trend in Student Learning Outcomes

Target -To annually increase the Naplan mean score in Reading, Writing and Numeracy in Years 3 and 5.

In Year 3, the mean scores increased in reading, writing, and spelling. They dropped slightly in Grammar & Punctuation and Numeracy.

In Year 5, the mean scores increased in Reading, Writing, Grammar & Punctuation and Numeracy. They remained constant in spelling.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	*	*
	Year 5	489	60%
Numeracy	Year 3	*	*
	Year 5	476	75%
Reading	Year 3	*	*
	Year 5	497	80%
Spelling	Year 3	*	*
	Year 5	462	60%
Writing	Year 3	*	*
	Year 5	482	80%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Goal: To build students' capacity to be agents of their own interpersonal skills and learning.

Intended Outcome: That student-learning disposition and student voice improve.

Achievements

The year 2024 resulted in many significant achievements for our school, community, and Students. In 2024, we continued to focus on Student Leadership by creating Leadership roles, including School Captains, Sports House Leaders, Social Justice and Liturgy Leaders, and many others. We continued to implement a Student Representative Council (SRC), giving students a voice and role in improving our school and community. Students were involved in organising and running various events and lunchtime activities.

In 2024, we continued to be supported by Roland Wanns (MACS) and our Positive Behaviours for Learning (PBL) journey. Teachers planned lessons based on each of the elements of our Behaviour Matrix. They explicitly taught the expected behaviours in various settings, around the school and community. They rewarded positive behaviours with Gotcha Tokens, Student of the Week Awards and Whole School Rewards. A Whole School Behaviour Flowchart was embedded in all classrooms and is continued to be used to track undesired behaviours and guide teachers in their response. The SWIS (School-wide Information System) program was put into place to collect this data formally, and it will be used to target critical areas of learning for the students. SWIS data has been used to compliment explicit teaching of school expectations.

Students engaged in regular Social-Emotional lessons through the program Respectful Relationships. In Friendship Groups, students developed their knowledge of Resilience through learning problem solving and communication skills. Through various Social-Emotional Learning Incursions, students expanded their knowledge of Self-regulation and discovered a range of techniques they could add to their individual toolkits.

School staff also hosted a Wellbeing Expo inviting local sporting groups, clubs and SEL programs to present their services to the school community. This event was very successful and well received by majority of families at St Joseph's.

Students and Staff continued using the platform See-Saw to develop digital learning portfolios. Students used See-Saw to talk about their learning, including elements of learning intentions and success criteria and voicing their opinions about their work.

Students engaged with the PAT SEL testing platform to express their feelings and attitudes in their daily lives and during their school days. Staff will use this data to inform their teaching practices and increase the development of student-teacher relationships.

Value Added

Students participated in Positive Behaviours for Learning and Respectful Relationship Lessons throughout 2024.

Electronic Playground data collection assisted with identifying and addressing wellbeing issues. Undesired behaviours were collected in a hard copy format to track playground events and incidents.

PBL Behaviour Matrix and Behaviour Flow Chart provided a universal language for staff, students and parents in regard to the behaviour expectations held at St Joseph's.

Tracking and monitoring of students requiring support with their behaviour.

Continued development and implementation of Student Leadership roles and a Student Representative Council. This includes the roll out of Lunchtime clubs, which was well received by lots of students.

Student Satisfaction

As evident in the 2024 Melbourne Archdiocese Schools - School Improvement Survey

(MACSSIS) Data, students perceive the social and learning climate of the school to be of a high

Standard (School Climate).

Student voice increased in 2024, which displays the influence and impact of Student Leadership roles within the school. This led to an increase in students feeling like they have a say in matters that involve them and our school community.

Student safety also increased displaying an improvement of Students feelings towards coming to school and knowing that they have trustworthy adults in their lives.

Student Attendance

Class Rolls are marked twice daily by 9:15am and by 2:30pm. Parents/Carers are required to contact the school either by phone or email to report a student absence. When a child is reported absent by their teacher, without explanation from a parent/carer, families are contacted by telephone to confirm the child's whereabouts. This information is then updated on the school electronic roll.

Average Student Attendance Rate by Year Level	
Y01	91.6
Y02	91.7
Y03	94.1
Y04	91.4
Y05	92.0
Y06	91.1
Overall average attendance	92.0

Leadership

Goals & Intended Outcomes

To strengthen partnerships with parents and the community that address Social-Emotional Learning, confidence and voice to promote learning and growth.

Achievements

The achievement of our intended outcome of 'strengthened partnerships to promote learning and growth has been evident in parent participation in the following events and initiatives:

Level (F/1/2, 3/4,5/6) Welcome Barbecues

Regular and frequent Home/School Communication via Operoo, iNewsletter, Social Media and email

Parent Helpers Courses

Wellbeing Expo Family Engagement Night, including meeting services available in the Upper Yarra Valley

Literacy/Numeracy classroom helpers

Parent Helpers on Excursions

Participation in the Parents & Friends Committee and attendance at P&F events

Attendance at Mother's Day and Father's Day Breakfasts

Supporting their children at Twilight Sports

Attendance at Liturgies, Christmas Carols, etc

We will work closely as a staff and with our Parents & Friends Committee to plan more activities to engage our parents and families in the life of the school.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<p>In 2024, St Joseph's Staff engaged in Professional Learning with Peta Goldberg, focusing on Catholic Identity.</p> <p>As part of a MACS (Melbourne Archdiocese Catholic Schools) initiative, St Joseph's staff took part in the launch of Flourishing Learners with a focus on Cognitive Load Theory and the Vision for Learning. Our annual staff conference unpacked Learning Dispositions and the work of Ron Richardt and we continued to develop and refine our work in the area of Positive Behaviours for Learning.</p> <p>St Joseph's staff have been involved in the following Professional Learning opportunities throughout 2024:</p> <p>Emergency Management - Warden training and Emergency drills</p> <p>TIMS (Teaching for Impact in Mathematics)</p> <p>Network meetings for the RE Leader, Maths and Literacy leaders, Wellbeing, Learning Diversity, Deputy Principal and teaching and Learning Leaders.</p> <p>Principal networks and conferences</p> <p>First Aid, including CPR, asthma management and anaphylaxis training</p> <p>Mandatory Reporting</p> <p>NCCD (National Consistent Collection of Data Disability case studies)</p> <p>School Improvement Learning Collaborative with a focus on Cognitive Load Theory and Vision for Learning with Dr Simon Breakspear</p> <p>AERO and OCHRE training</p> <p>Positive Behaviours for Learning</p> <p>Resilience First Aid Training with Maria Ruberto</p> <p>St Joseph's Staff are looking forward to further developing and enhancing our learning in the area of the Science of Learning in 2025</p>	
Number of teachers who participated in PL in 2024	20
Average expenditure per teacher for PL	\$500.00

Teacher Satisfaction

The 2024 MACSSIS school survey indicates that the 14 domains of the survey indicate that St Joseph's Staff are satisfied with the leadership, collaboration and overall climate of the school with 13 of the 14 domains above the MACS average.

The St Joseph's staff work collaboratively together planning curriculum and embedding the Positive behaviours for Learning and dispositions for learning into our classrooms. They eagerly take on new curriculum initiatives such as the Vision for Learning and use the supported resources from OCHRE to support learning.

Teacher Qualifications	
Doctorate	0
Masters	1
Graduate	2
Graduate Certificate	0
Bachelor Degree	8
Advanced Diploma	3
No Qualifications Listed	3

Staff Composition	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	11
Teaching Staff (FTE)	8.6
Non-Teaching Staff (Headcount)	9
Non-Teaching Staff (FTE)	6.46
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

To strengthen partnerships, with parents and the community, that address Social-Emotional Learning, confidence and voice to promote learning and growth.

Achievements

The achievement of our intended outcome of 'strengthened partnerships to promote learning and growth' has been evident in parent participation in the following events and initiatives:

Prep Welcome Barbecue

Regular and frequent Home/School Communication via Operoo, iNewsletter, Social Media and email

Parent Helpers Course

Parent Cyber Safety

Parent Evening

Literacy/Numeracy classroom helpers

Parent Helpers on Excursions

Participation in Parents & Friends Committee and attendance at P&F events

Attendance at Mother's Day and Father's Day Breakfasts

Supporting their children at Twilight Sports

Attendance at Liturgies, Christmas Carols, etc

We will continue to work closely as a staff and with our Parents & Friends Committee to plan more activities to engage our parents and families in the life of the school in 2025.

Parent Satisfaction

2024 saw an increase in the amount of parent participation in school life and the learning of their students. Community events, such as the Welcome Barbecue, Twilight Sports and the Wellbeing Expo were extremely well attended. We also had excellent attendance at various

Learning Expos held by Year Levels to showcase the learning of the children throughout the year. We had very high levels of participation in our Parent Helpers Courses and parents are volunteering at higher levels as Classroom Helpers than in recent years.

Our Melbourne Archdiocese Catholic Schools - School Improvement Survey Data reflects a need to further strengthen these connections with Overall Parent Satisfaction sitting below the MACS Average. This will need to be a focus of our School Improvement Work throughout 2025.

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.sjyarrajunction.catholic.edu.au