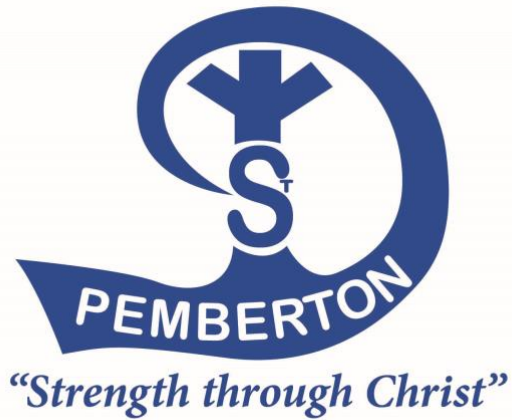




Annual Performance Information 2025

St Joseph's Primary School, Pemberton



PART ONE

CONTEXTUAL INFORMATION

St Joseph's School is a Catholic primary school located in Pemberton. The school is comprised of mixed age classes, allowing opportunities for extension and consolidation whilst providing a family atmosphere, where children learn from older students and consolidate understandings through mentoring younger students. The collaborative environment strengthens community in the school and creates a positive ethos. The school's focus is on the needs of the whole child: spiritual; physical; intellectual; social and emotional.

Individuality is encouraged through developmental practice to allow each child to learn at their own pace. The school's Early Learning Centre offers students the opportunity to work in a play-based environment consolidating skills and understandings necessary for abstract learning in later years. Both staff and students are skilled in using digital technologies to enhance the learning process.

Skills are continuously developed to maximise motivation, learning potential and effective delivery. Gospel values continue to underpin the vision at St Joseph's to develop a sense of peace, security and dignity throughout our school.

TEACHER STANDARDS AND QUALIFICATIONS

All teaching staff members are registered with the Teacher Registration Board (TRBWA) and qualifications include Masters Degrees and Bachelor of Education Degrees and Diplomas/ Graduate Diplomas of Teaching. All staff members are required to undertake the relevant Accreditation requirements for teaching, leading or working in Catholic Schools as well as ongoing renewal. In 2024 there was one mid-year change to our teaching staff, with two of the staff recorded below only teaching half of the year.

QUALIFICATION	NUMBER OF TEACHERS
Graduate Diploma of Teaching	1
Bachelor of Education	3
Master of Education	3

WORKFORCE COMPOSITION

	Male	Female	First Nations
Teachers		5	
Education Assistants		2	
Administration		2	
Groundskeeper			
Cleaner	1		
Principal		2	
Chaplain		1	

STUDENT ATTENDANCE AT SCHOOL

Year Group	Average Rate
Kindergarten	87.27%
Pre-Primary	94.25%
Year One	88.45%
Year Two	89.33%
Year Three	90.03%
Year Four	92.47%
Year Five	89.87%
Year Six	91.42%
School Average	90.38%

Overall, the school's attendance was good at an average of 90%. Many absences were due to genuine illnesses. Whilst Kindergarten had the lowest rate at 87.27%, it is important to note that three students out of the nine, had more lengthy absences due to overseas travel to visit grandparents.

If a student is absent from school, a parent is required to contact the school by 9.15 am to inform the school of the absence. If no contact has been made, then a follow-up SMS will be sent to parents. A written note must also be supplied to the school, explaining the absence on the day the student returns. Parents are heavily encouraged to avoid holidays within the school term. Attendance letters are sent home to families each term if a child's attendance is below 90%. If the school has specific concerns about a child's attendance, a meeting will be held between the family and the principal.

NAPLAN INFORMATION - NAPLAN data is not publicly reported for some small schools when student numbers are below the minimum threshold required to protect individual privacy and ensure reliable reporting. For further information, please refer to website

<https://www.myschool.edu.au/>

PARENT, STUDENT AND TEACHER SATISFACTION

Feedback gathered from parents, students and staff throughout the year reflects continued satisfaction with the unique, nurturing and inclusive culture that characterises St Joseph's School, Pemberton. As a small school, St Joseph's offers a strong sense of belonging, personalised learning experiences and meaningful relationships that support the wellbeing and success of every student. In 2026, St Joseph's school will once again participate in the School Climate Survey as part of its commitment to fostering a positive learning environment and engaging in continuous improvement to further strengthen school culture and wellbeing.

Parent satisfaction is evident in the strong and ongoing involvement of families in school activities, events and learning opportunities. Recent growth in enrolments reflects the confidence families have in the school, with many new enrolments resulting from positive recommendations from current parents. Furthermore, a significant number of families are choosing St Joseph's for their children after having attended the school themselves, reflecting the enduring connection many families feel with the school community. These strong

partnerships between home and school foster a collaborative environment in which parents are actively engaged in their children's learning and contribute positively to the life of the school.

Student satisfaction and engagement are reflected in strong attendance rates of over 90% and positive wellbeing outcomes. In the 2026 Assessing Wellbeing in Education (AWE) Student Survey, students reported an overall wellbeing score of 6.8/10, indicating that students generally feel connected, supported and valued within the school community. Opportunities for students to regularly share their thoughts and emotions through the Microsoft Reflect app provide valuable insights into student wellbeing and contribute to a culture of openness and support. Additionally, a 0.1 FTE school chaplain has provided valuable pastoral support, ensuring students have access to guidance, care and wellbeing support when needed.

Student wellbeing data and everyday interactions demonstrate that students consistently treat one another with respect, dignity and compassion, exemplifying the vision and values of St Joseph's School. The strong pastoral care evident among students has been further strengthened through the implementation of the URSTRONG friendship program in 2026. Together with the school's Making Jesus Real (MJR) initiative, these programs support students to develop positive relationships, emotional awareness, resilience and effective communication skills, equipping them with the foundations for success both within and beyond the classroom.

Staff satisfaction is evident through high levels of staff retention, which contribute to stability, continuity and strong relationships across the school community. Staff wellbeing continues to be a priority with wellness initiatives scheduled into the calendar and structures in place to support work-life balance, connectedness, and communication. In addition, staff are supported in their professional growth with dedicated peer collaboration time using the 'iGrow' model and access to ongoing professional learning opportunities.

All parents, students and teachers are continually encouraged to raise issues or concerns with the appropriate personnel within the school. St Joseph's School underwent a Quality Catholic School Review in 2023 with the following being stated in the final report:

It is clear to all stakeholders that at St Joseph's School there is genuine care for the students and their wellbeing and that students are at the centre of all decision-making. There are many opportunities for parents to engage with classroom teachers with regards to their child's learning. Many channels are open for direct communication through email correspondence, SeeSaw or meeting with teachers. Positive relationships are developed between staff and parents through this open communication. Parents acknowledge that staff care about their children. Staff are invested, as are the parents. Teachers have students in their class for two-three years and build strong connections with them.

SCHOOL INCOME

The school income for the previous year is available in the Finances section on the My School website <https://www.myschool.edu.au/>

POST SCHOOL DESTINATION

Students from St Joseph's usually move on to Kearnan College, Manjimup, with some attending Pemberton District High School and some attending Manjimup District High School. At the end of 2024, all three students enrolled at Kearnan College in Manjimup.

2025 Destination School	Number of Students
Kearnan College, Manjimup	2
Manjimup Senior High School	1

CATHOLIC SCHOOL IMPROVEMENT PLAN 2025

Strategic Intents | 2026 – 2028



CATHOLIC IDENTITY: Formation for Mission						
Strategic Intents	Key Improvement Goals	QCE Links	Year 1	Year 2	Year 3	
Deepen staff and student understandings of catholic rituals and celebrations.	- Greater staff confidence in authentic Mass and liturgy preparation. - Increased participation in Masses and Liturgies (use of children's Eucharistic Prayer)	1.1 d	Progressing	Not Started	Not Started	
Support staff and students to witness the presence of Christ through servant leadership.	- Fundraising and outreach school-based procedure to support and clarify ongoing school's approach to social justice. - Greater engagement of staff and students in parish ministries. - Prioritised conversations around social justice needs in our community and our world and provide opportunities for staff and students to contribute to social justice needs in our community.	1.1 d 1.2 a	Progressing	Not Started	Not Started	
Foster a strong relationship with our Parish.	- Greater engagement of staff and students in parish ministries. - Increased participation in parish led celebrations and Masses. (2026 Sacred Heart Church 20th anniversary celebration & St Joseph's School 75th celebration 2027)	1.1 e 1.3 3.3 a	Progressing	Not Started	Not Started	

EDUCATION Excellence for Success						
Strategic Intents	Key Improvement Goals	QCE Links	Year 1	Year 2	Year 3	
Promote continued academic growth and improvement through deep learning and an embedded culture of excellence.	- Enhance personalised learning through effective differentiation and inclusive practices, supporting staff to meet the diverse needs and abilities of all students. - Establish a shared understanding of high expectations for student growth across the school community, fostering a culture of aspiration and achievement.	2.3	Progressing	Not Started	Not Started	
Deliver a clear model of instruction to create effective practices across the school.	- Teaching and Learning Handbook (including literacy and numeracy dedicated times) continuously reviewed and updated. - Explicit instruction and inquiry learning practices effectively embedded within our unique school timetable. - Establish a common language of learning (key terms eg: learning intention, success criteria, feedback, daily review etc) - Co-construct an agreed effective lesson structure (including daily reviews) in literacy and numeracy lessons. - Integration of Aboriginal and Torres Strait Islander perspectives throughout the curriculum.	2.1	Progressing	Not Started	Not Started	
Leverage technology for learning.	- Provide targeted professional development to help teachers effectively use educational technologies and digital platforms. - Embed technology meaningfully into lesson planning and classroom activities to enhance digital literacy.	2.3	Progressing	Not Started	Not Started	

COMMUNITY Witness for Impact						
Strategic Intents	Key Improvement Goals	QCE Links	Year 1	Year 2	Year 3	
Ensure a priority around student and staff wellbeing is embedded through a supportive and compassionate school culture.	- Increased staff training in all areas of wellbeing including a capacity to support mental health needs and friendship skills (UR Strong). - Engage in CEWA's Wellbeing Measure and analyse data to determine school priorities - Prioritisation of wellbeing across the school - daily check ins and planned events to support social-emotional development and mental health. - Promote wellbeing communication avenues (Reflect App daily check-ins, school communication box)	3.1 b 3.1 c	Progressing	Not Started	Not Started	
Improve student attendance rates.	- Positive communication around importance of school attendance. - Clear and consistent messaging to families around school attendance. - Link wellbeing strategies to school attendance. - Improve support for families facing barriers	3.2	Progressing	Not Started	Not Started	

Enhance school's connection and good standing with the local community.	- Increase visibility and presence in the community - including students involved in acts of service within Pemberton. - Strengthen community partnerships (collaborate with parish, aged care and early childhood care groups) - Grow parent and family engagement - encourage parents to contribute to school life eg canteen, busy bees, special projects)	3.2 3.3	Progressing	Not Started	Not Started	
---	---	------------	-------------	-------------	-------------	--

STEWARDSHIP Growth for Access						
Strategic Intents	Key Improvement Goals	QCE Links	Year 1	Year 2	Year 3	
Ensure the growth of our school through an affordable and accessible Catholic education for all.	- Promote the availability of CEWA low fee initiative, sibling discounts partnership with Kearnan and flexible payment plans to support families in need. - Implement a proactive enrolment strategy that targets early years families and local community groups (ie: the Little Joeys program). - Promote high quality teaching and learning as a driver of growth, showcasing student learning through key platforms eg SeeSaw, Facebook etc. - Strengthen communication channels so families feel informed, valued and supported.		Progressing	Not Started	Not Started	
Through a shared leadership model, create a culture of continuous improvement, accountability and professional growth.	- Establish clear roles and responsibilities within shared leadership teams - Expand distributed leadership opportunities by empowering staff to lead initiatives, participate in research and contribute to strategic planning, thereby strengthening collective efficacy and school improvement capacity. - Introduce a whole school professional learning cycle that includes goal setting, peer observations/conversations, reflection and feedback. - Implement a whole school instructional framework to create consistent high-impact teaching practices.		Progressing	Not Started	Not Started	
Provide modern and engaging learning environments that are safe and accessible for all.	- Prioritise student and staff safety - Review and respond to a yearly maintenance and facility upgrade - Build culture of good communication across the school in the area of safety. - Comply with all Work Health and Safety requirements.		Progressing	Not Started	Not Started	

CATHOLIC IDENTITY					
Key Improvement Goals - drawn from Strategic Intent <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Success Indicators <i>How will we know we have been successful? What process and outcome data will we measure?</i>	Responsibility <i>Who is the staff member who will lead the strategy?</i>	Timeline <i>Timeframe within which the key improvement goal will be achieved</i>	Progress <i>How are you tracking? Not commenced, Progressing, Achieved</i>
CATH 1 - Develop Sustainability goals and an understanding of the importance to be more sustainable with staff and students. Explore the teachings and key messages in Laudato Si'.	- PD Day on Laudato Si' reflecting on the links to sustainability. Little Earthlies online PL – 6hrs. - Increase school's awareness of paper use and lamination. - Maintain Waste Wise Schools Accreditation - Purchase a paper brick maker with Grant funding and implement a Paper Brick making process - Continue working towards a waste free canteen by upgrading bento boxes, milkshake cups and single use plates. - Install a commercial dishwasher. - Reinstate the worm farm and regularly feed food scraps. - Develop a school 'green team' and a sustainability coordinator and committee (Emma & Pip) to assist with gardening, brick making, worm farming and share messages about electricity use etc. - Implement 2025 Sustainability Leadership with Year 6 – involved in projects - Provide at least one sustainability focused student excursion/excursion throughout the year. - Develop class gardening zones - Implement Waste free days (students don't bring packaging in lunchboxes). - Encourage students to eat their 'fresh' food first and packaged food afterwards. - Introduce sustainability education in school newsletter. - Introduce a 'green' compost bin in the staffroom.	- A well-run Waste Free canteen. - Produce from Paper Brick making, garden and worm farms	- Principal - Sustainability Coordinator (Emma Clark) - Year 6 Sustainability – Student Council Coordinator	2025 completed Continuing 2026	Progressing
CATH 2 - To foster a spiritually enriching environment by promoting and supporting regular personal meditation and prayer practices among Catholic adults within the school community, including staff and parents, thereby deepening their relationship with God and enhancing the Catholic identity of the school.	- Accreditation renewal day with BBI – targeting faith formation - Linking of personal prayer and meditation opportunities within our overall school wellbeing focus. Increase activities and opportunities in this space. - Renewal of the Lorraine Church Prayer Garden to provide a meditative prayer space.	- Increased participation in adult faith formation sessions. - Positive feedback from staff on spiritual growth.	Principal All Staff Wellbeing Coordinator (Meisha Kristofferson)	Accreditation day 2 nd June 26 (Prayer Meditation to start). Meditation opportunities within Wellbeing Week each Semester.	Progressing

STEWARDSHIP					
Key Improvement Goals - drawn from Strategic Intent <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Success Indicators <i>How will we know we have been successful? What process and outcome data will we measure?</i>	Responsibility <i>Who is the staff member who will lead the strategy?</i>	Timeline <i>Timeframe within which the key improvement goal will be achieved</i>	Progress <i>How are you tracking? Not commenced, Progressing, Achieved</i>
STEW1 - Continue the Capital Development Plan and maintenance, as required, to provide modern and safe learning environments.	- Revamp / replace playgrounds (swings, ECE nature, main playground (Indi soft fall) - Maintain school buildings - Repair roof leaks, repair bifold doors in undercover - Furniture and carpet upgrades in Room 2 (possible P&F funding) - Revamp gardens in preparation for the 2027 75th Anniversary	School is maintained to a high quality. Ongoing upgrades and maintenance reduce the possibility regular unplanned but urgent maintenance requirements.	School Advisory Council and Principal	Begin plans in Semester One	Not Started *playground
STEW 2 - Continue formalising the Professional Growth process, including aligning with AITSL Standards and consider aligning with CEWA Teacher and Education Assistant Professional Growth Plans. Use this to enhance the Shared Leadership Model.	- Build on PD from 2025 iGrow model, continuing to work with CEWA leadership consultants in growth development. - Develop reflection and coaching structures to allow staff to develop goals and enhance practices in professional growth plans. - Staff create and document professional growth plans - Continue refining roles and responsibilities of teacher leader roles – especially with 2026 timetable changes.	<u>Development of a collective understanding of how a cohesive team looks/behaves.</u> Leadership roles redefined to reflect current needs. Establishment of termly peer meetings working and reflecting on iGrow goals Staff embed ongoing professional development practices and feel empowered and inspired in the process – responses School Climate survey	Principal All staff	Throughout 2026	Progressing

EDUCATION					
Key Improvement Goals - drawn from Strategic Intent <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Success Indicators <i>How will we know we have been successful? What process and outcome data will we measure?</i>	Responsibility <i>Who is the staff member who will lead the strategy?</i>	Timeline <i>Timeframe within which the key improvement goal will be achieved</i>	Progress <i>How are you tracking? Not commenced, Progressing, Achieved</i>
ED1 - Enhance the use of digital technologies across all classrooms as a tool to assess student progress and report back to parents.	- Access DL Consultant expertise to increase staff confidence and skill in DT. - Attend TREE 26 meetings and provide opportunities to dissipate DT info to staff - Utilise SeeSaw to deliver formative assessment information to parents following a whole school structure. (Term 1 – Maths, Term 2 – Science, Term 3 – Oral Speaking, Term 4 – HASS) - Develop whole school assessment parameters (defining regularity & learning areas to be covered etc). - Develop a digital literacy Scope & Sequence - Purchase new robotics across the school (Bolt – upper students & Indi – Junior students) - Increase opportunities for students to access creative digital technologies as a tool to showcase their learning. (Apple tools, Canva resources etc)	Set online Assessment Tasks released termly to families via SeeSaw. Monitor student progress in digital literacy with self check and teacher assessment of 'I can' statements.	- Principal - Curriculum Coordinator (Katrina Gandy) - Teaching Staff (TREE 26 participant Meisha Kristofferson)	Commence Term One, 2025. Embedded throughout 2025 Digital Literacy 'I can' statements completed Robotics resources purchased 25	Progressing
ED2 - Develop and implement peer to peer lesson observation and feedback structures and routines to support how the Whole School Approach to Numeracy and Spelling are embedded across the school.	- Develop a timetabled opportunity for teachers to work side by side, developing and collaborating on goals, before moving to observing lessons to increase expertise in numeracy and spelling. - Develop structure for lesson observation that has a clear focus/purpose and feedback structure. - Engage with CEWA Leadership consultant, Loretta Hutcheson to run a PLC to assist us in developing peer observation structures.	Peer to Peer collaborations and observations occur regularly and enhance classroom pedagogies	- Principal - Curriculum Coordinator (Katrina Gandy)	Established in Term Two, 2025. Embed practice by 2026.	Progressing
ED3 - Enhance how indoor and outdoor learning opportunities could occur in unison in early years classrooms (with a numeracy focus).	- Arrange ECE staff to visit other schools to observe indoor/outdoor activities occurring in unison. - Introduce a loose parts play program. - Encourage flexibility in maths program, ie: begin maths warm ups outside. - Coordinate joint ECE targeted outdoor intentional learning through play Kindy – Year 2.	Regular indoor/outdoor learning opportunities are provided to ECE students in Numeracy and noted in DWP	- Principal - ECE Teachers	Throughout 2026	Progressing
ED4 - Reduce the proportion of all students in Literacy and Numeracy in the Needs Additional Support proficiency level by 10%	- Strengthen high quality classroom instruction by creating clear guidelines and routines for - daily reviews of content, - use of Learning Intentions and - use of purposeful plenary to check for understanding - Analyse assessment data to inform growth goals for students in the NAS proficiency level / IEP.	Reading Y3 40% to 36%. Y5 0% (2025) Numeracy Y3 20% to 18% Y5 0% (2025)	- Principal - Curriculum Coordinator - Teaching Staff	Commence 2026 – and ongoing with review end 2027	Progressing

COMMUNITY					
Key Improvement Goals - drawn from Strategic Intent <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Success Indicators <i>How will we know we have been successful? What process and outcome data will we measure?</i>	Responsibility <i>Who is the staff member who will lead the strategy?</i>	Timeline <i>Timeframe within which the key improvement goal will be achieved</i>	Progress <i>How are you tracking? Not commenced, Progressing, Achieved</i>
COM 1 - Allow staff to develop and explore their own personal wellbeing and be further educated in supporting the wellbeing of students in the areas of building resilience and in embedding a consistent Wellbeing Literacy across the school.	- Strengthen staff wellbeing knowledge and personal practices through mindfulness and dedicated wellbeing time each term. - Include wellbeing tips or suggestions in the staff memo or newsletter. - Implement Reflect App (on Teams 3-6 and with resources in K-2) into regular classroom practice to understand student wellbeing better. - Participate in CEWA's Assessing Wellbeing in Education and interpret data to inform wellbeing planning and directions. - Develop a school wellbeing literacy (that aligns with MJR, PBS & Character strengths) and ensure visuals on display in classrooms. - Continue wellbeing week once per semester. - Become a UR Strong school - developing friendship skills and understandings. - Engage in PD (School Psych) on resilience building strategies (eg emotional reg; growth mindset language and modelling calm responses). - Seasons for Growth sessions. - Continue implementing Smiling Minds. - Develop a Wellbeing leadership team including wider community members and students.	- Wellbeing literacy is used across the school by staff and students. - Reflect App and AWIE is used to gather long term student wellbeing data. This is also used to inform any required interventions.	- Principal - Wellbeing Coordinator (Meisha Kristofferson)	Semester One, 2026	Progressing
COM 2 - Deepen staff and student understanding and appreciation of Aboriginal culture and history; this should involve engaging with the CEWA Bunbury Aboriginal Education Consultant.	- Reflect on changes to the EYLF and respond to knowledge of aboriginal perspectives. (Work with CEWA Aboriginal education consultant at whole staff PLC to assist us with how this could look). - Develop whole school aboriginal education areas of focus each year for a whole school focus - 2026 Noongar (First Nation) Literature - Past focuses (2024 Noongar Seasons, 2025 Noongar language). (Future ideas Bush tucker, Songlines, Aboriginal Artefacts) - Name spaces around the school in Noongar language and introduce a word of the week as a focus - Enhance school prayer garden by incorporating a visual aboriginal representation eg Yarning Circle. - Continue working to embed regular acknowledgements of country in daily practices across the school. - Access an incursion or excursion with links to learning about aboriginal culture. (Actively and purposefully plan for NAIDOC week activities that include wider members of the community).	Students develop a basic understanding of Noongar language. Student leaders to be involved in enhancing the prayer garden (with a Yarning Circle) Student excursion 'On Country Literacy Day' - Term 3, 2026	- Principal - Curriculum Leader - Katrina - Classroom teachers	Throughout 2026 (continuing from 2025)	Progressing

ANNUAL SCHOOL IMPROVEMENT PLAN 2025 PROGRESS

CATHOLIC IDENTITY

- Mass focus areas are included in school Masses with the parish priest explaining parts of the mass and why they are included in the celebration.
- Students participated in outreach activities when celebrating the feast of St Joseph's and the feast of St Mary of the Cross MacKillop. They cooked food and provided it to the parish for those in need, picked up rubbish in the community and visited the elderly with gifts and cards.
- Children's Liturgy commenced in the parish.
- Parish priest involved in school visits across classes.
- Staff attended a RE Retreat & Formation Day to support growth in personal prayer and meditation.

EDUCATION

- Case Management structures were developed and embedded into weekly PLCs.
- Teaching staff engaged with CEWA Psychs and Wellbeing consultants – PL tracking wellbeing data, Reflect App and strategies for students' emotional regulation.
- Teaching staff completed digital technology PL – use of inbuilt Apps and robotics
- Staff created a St Joseph's Digital Literacy Scope and sequence.
- First Nations language learning embedded into weekly assemblies.

COMMUNITY

- Wellbeing Week initiated for staff and students each Semester.
- A partnership was established with Enable to allow for people in our community who have a disability to complete volunteer work at the school. Volunteer work in the school canteen was a regular occurrence throughout 2025.
- School / Student involvement with community promoted – engagement with Shire programs, visiting aged community, supporting Senior's Christmas Lunch, participation in community ceremonies (eg ANZAC Day)

STEWARDSHIP

- Low Fee Initiative established for families to ensure a Quality Catholic School Education is available to all in the community.
- Shared leadership model (Curriculum, Wellbeing, etc) established and recognised in timetable.
- ECE meetings weekly reflecting on the National Quality Standards and identifying areas of focus.
- Two staff attended CEWAs ECE curriculum conference
- All staff members have gained a current First Aid certificate.

PART TWO

SCHOOL ADVISORY COUNCIL CHAIR REPORT TO THE SCHOOL COMMUNITY 2025

This year's 2025 St Joseph's School Advisory Council welcomed two new additions, Katie McDonnell and Shane Bendotti. Alongside returning members Marion Fuge, Chris Church and Liz Collins I'd like to thank them for their support and duty to our school community. Marion has completed 6 years on the committee and under the Terms of Reference we are governed by, she is not able to sit on the committee next year. We thank her for all the work she done over the duration of her time involved with the SAC. With that in mind we are on the look out for new members for next year if there are any interested parents willing to attend our meetings.

This year we welcomed a new Principal, Louise Barber to our school for the second part of the year. As a first time Principal, we appreciated her enthusiasm and the way she jumped into the role. Having worked at St Joseph's previously, Louise knew our school and the transition has felt seamless. Our regular Principal, Ashlee DeCampo went on maternity leave at the start of Term 2 and has now extended that into 2026. The SAC would like to thank both our Principals of 2025 for their dedication to ensure St Josephs can be the best school it can be for our children.

This year the school has seen several improvement projects undertaken. These have included the installation of a new PA and phone system, the completion of anchor points to all our buildings and some repair work to our playground areas that originated from a KidSafe WA report. There is more work scheduled for the Year 1/2 classroom in the school holidays with new furniture and painting planned for the room.

Finally, I would like to acknowledge our teachers. To all our teachers we say a huge thank you for their tireless efforts. This year we will farewell a long-term member of the staff, Mrs Rose Moyle from her role as Administration Officer. As the face of the school at the front desk for more than 30 years, Rose has seen so much change at the school during her career. Her support, knowledge and guidance has been immeasurable for new Principals, teachers and families to our school. We all wish her the best in the future, wherever that takes her.

I hope that everyone has a wonderful Christmas and look forward to another great year at St Joseph's in 2026.

*Brad Della Franca
School Advisory Council Chair*

PRINCIPAL'S REPORT TO THE SCHOOL COMMUNITY 2025

It is with great joy and gratitude that I write my first Principal's Report as the Acting Principal of St Joseph's School, Pemberton. Stepping into this role has been both an exciting and humbling experience, and I feel truly blessed to be part of such a vibrant and faith-filled community.

From my very first day, I have been welcomed with warmth and generosity by staff, students, and families alike. This sense of belonging reflects the heart of our school – a place where Gospel values are lived out daily, and where every individual is valued and supported. As a small Catholic school, we have the unique privilege of fostering strong relationships and working closely together to ensure the best outcomes for our students.

Our Catholic identity and sense of community remains at the core of everything we do. The St Joseph's School Advisory Council works toward creating positive goals for the whole school community, especially our students and I would like to thank our 2025 Chairperson, Mr Brad Della Franca, along with Liz Collins, Marion Fuge, Katie McDonnell, Chris Church and Shane Bendotti, for their time and expertise this year. Through the work of the SAC, St Joseph's school continues to provide a safe and progressive environment, playing a vital role in supporting the strategic direction of our school. The insight of the SAC helps plan for the future, with confidence and clarity, ensuring that every decision reflects our shared values and vision.

In addition, our Parents & Friends committee, continues to play an invaluable role in the life of St Joseph's School. Thank you to the 2025 executive, Caroline Muir, Kirby Bendotti, Gemma Collins, Sarah De Campo, Esther Thomas as well as Marion Fuge and Liz Collins. Their dedication and enthusiasm help to strengthen the sense of community that makes our school so special. Through fundraising initiatives (cattle), event organisation (Father's Day Breakfast), and ongoing support for staff and students, the P&F ensures that our school has the resources and opportunities to thrive. Their efforts not only provide financial assistance for projects (\$5000 contribution for a new student water fountain in 2026 and \$5000 classroom upgrades), but also creates occasions for families to come together, celebrate and build lasting connections. I am very grateful for their commitment and generosity and hope that as our new families assimilate into school life, we will see some new faces engage with the P&F in 2026.

I would like to extend my thanks to our families who supported our Canteen Service this year. The Tuesday canteen service, provided by Jamal and his Enable WA carer Julie (formally Tania), was very well supported by several volunteer parents and grandparents. Students at St Joseph's looked forward each week to a delicious lunch served in their bento box. In addition, we are very grateful for the families who joined the roster to provide hot meals. From butter chicken, to spaghetti and meatballs and of course, 'Nonna's' lasagne, just to name a few, Friday canteen has been busy all year. Added into the options was the recess 'cheesies' as well each Monday. The students were very well fed in 2025. Importantly, St Joseph's school is very proud to have partnered with Enable WA, in providing the canteen service, which was recognised at the 2025 Quality Catholic Schools Awards, where we were awarded runners up in the Community category.

A parent group has also met this year to review the uniforms. The 2025 Uniform committee, Sarah De Campo, Sarah Gibellini, Chery Ehlers, Katie McDonnell, Stella Eamons and Nicole Bendotti (Uniform Shop Manager) are working towards reviewing the current uniform with the aim of streamlining the options and ensuring they are inclusive and responsive to the diverse needs of our students. Thank you to this committee who will continue working in 2026 for this process.

Through the strong relationship the school has with Sacred Heart Parish and Father Joseph Sousa, 8 students celebrated Sacraments this year. We are very thankful that our community can attend Masses, liturgies and prayer services, reminding us of the importance of faith in our daily lives and our connection with the parish.

I would like to commend our dedicated staff have worked tirelessly to know and support every student and provide an engaging and meaningful learning experience in 2025. When I joined the school in May, I was met with a staff who are cohesive, generous and committed. What a privilege to be part of this team. Pip, Chloe, Emma, Suzanne, Sarah, Katrina, Meisha, Lynley, Nicole, Georgiana and Jamie all contribute to providing a quality, Catholic education.

Teaching staff in 2026 remains stable with the addition of an early childhood teacher who will work in the Kindergarten Pre Primary space, sharing the teaching with Pip. This will be finalised shortly.

On behalf of St Joseph's, I would like to extend our sincere gratitude to Rose Moyle, who is retiring after 30 years of outstanding service to St Joseph's School as the Administration Officer. Her dedication, professionalism, and knowledge have been integral to the smooth operation of our school and the support of staff, students, and families. We thank Rose for her remarkable contribution and wish her every blessing for a happy and fulfilling retirement.

For our Year Sixes, Dio, Xavier and Angela – you have demonstrated respect, responsibility and compassion in your leadership and represented the school with excellence. I know that you will be missed across all classes, and we wish you all the best as you move to high school. We hope you continue to make the most of opportunities, embrace new challenges and continue to shine.

St Joseph's have 53 students enrolled for 2026. Several new families have joined us recently, including a new family of two girls for 2026 and 5 kindy students. This positive enrolment growth is testament to the wonderful climate and opportunities that St Joseph's offers. Thank you to everyone for their continued confidence in our school.

I look forward to continuing this journey with you in 2026, building on the wonderful traditions of St Joseph's while embracing opportunities for growth and innovation. Thank you for your trust and support as we work together to nurture the spiritual, academic, and personal development of every child in our care.

It is a privilege to serve as Acting Principal, and I look forward to working with you all in 2026 as we continue to grow in faith, learning, and community.

Sincerely, Mrs Louise Barber