



Melbourne Archdiocese  
Catholic Schools

# 2025

## Annual Report to the School Community



### St Mary's School

91 Manning Road, MALVERN EAST 3145

Principal: Lauren Jones

Web: [www.smmalverneast.catholic.edu.au](http://www.smmalverneast.catholic.edu.au)

Registration: 1024, E Number: E1087

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## Principal's Attestation

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I, Lauren Jones, attest that St Mary'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 30 Mar 2026

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## About this report

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St Mary'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](#).

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## Governing Authority Report

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Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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### **Vision**

At St. Mary's Malvern East we are all responsible for being a welcoming, inclusive Foundation to Year 6, Catholic community.

Through respectful partnerships, we strive for excellence and take action in a contemporary world.

### **Mission**

Our aim is to foster the formation and growth of the whole person within a faith filled, safe and respectful environment.

We do this by...

- Living our Faith through action,
- Knowing, nurturing and challenging every child,
- Striving for excellence, innovation and inclusion in teaching and learning,
- Promoting positive partnerships.

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## School Overview

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St Mary's is a Foundation to Year 6 school, situated in Malvern East. Archbishop Mannix laid the foundation stone for the school in 1918 and the Brigidine Sisters were the first leaders of St Mary's School.

Over the years, St Mary's School has undergone many changes and improvements with building works and extensions. Our most recent upgrade was completed at the beginning of 2024, and includes facilities and learning spaces such as a dedicated First Aid room, meeting spaces and offices, a large Library, four upgraded classrooms, including two Foundation classrooms with their own bathroom facilities and a lift, which services all five levels.

St Mary's School has a committed and innovative staff who strive for excellence in every area of the curriculum. The students are motivated and conscientious and achieve outstanding results at a state and national level. St Mary's School prides itself on the education of the whole child and enriches the core curriculum with specialist subjects including Mandarin, Visual Arts, Music and Physical Education.

St Mary's School is strongly supported by the parent and parish community. At St Mary's School we recognise and develop the potential of each person as a unique individual, and embrace a shared understanding that God's love and Christ's teachings are at the centre of our values and beliefs.

**Our strategic intent is to implement contemporary, high quality learning and teaching practices to ensure every student thrives.**

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## Principal's Report

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Reading through this Annual Report to the School Community, there is an enormous sense of collective pride that the staff and I have when reflecting on the exceptional levels of success and achievement at St Mary's School in 2025.

While we celebrated many wonderful experiences and opportunities throughout the 2025 school year, successfully completing all aspects of our School Review most definitely deserves to be acknowledged here as a significant highlight. Despite the fact that it is a requirement that all schools complete a formal School Review process every four years, for the St Mary's School community it was a positive experience which has been greatly valued by all staff. The Review affirmed the strengths we have as a school, celebrated our growth and success stories, and provided us with clear pathways for improvement opportunities moving forward. Thank you to our Compliance Reviewer, Ms Mary Bourke, and to our Improvement Reviewer, Mr Craig Tanner. Thank you also to our Review Leader, Miss Jessica Di Petta for her incredible leadership throughout 2025 and for all the work she did to ensure our 2025 School Review was such a streamlined, positive and successful experience.

Additional highlights of our 2025 school year were the significant, strategic investments we made in Wellbeing resources and applications. One particularly significant investment was in the evidenced-based program UR Strong. This program was successfully implemented in all classrooms, Foundation to Year Six, and provided explicit lessons for all students around friendship skills using the Friendology program and resources. We also invested in an application, Ripple, through which all students from Year Two to Year Five utilised the resource and as a result staff were better able to track student mental health and wellbeing. Both of these Wellbeing investments aligned perfectly with the launch in June 2025 of the MACS Vision for Engagement framework, designed to complement the previously published Vision for Instruction framework.

On a perfect sunny Saturday in mid-November 2025, our school community gathered together to host the biannual Spring Fair. After almost two years of hard work, the day came together beautifully. While the Spring Fair is designed to be a major fundraising event for the school, the day also ensured our community spirit could be nurtured and celebrated. It was such an overwhelming surprise to discover that over \$96,000 had been raised from the day. All funds raised will be spent in 2026 on a number of beautification projects around the school including; drinking fountains, art murals, rubbish bins and art room furniture. Congratulations and thank you to our incredible Fair Executive team; Natalie Armstrong, Michaela Moran, Emilie Cope and Sarah Simon.

In considering all of our successes, I would also like to take this opportunity to acknowledge the ongoing roles that are played by a range of essential parent bodies in the life of St Mary's School. These include, our School Advisory Council which provides advice on the strategic direction for our school, and which was ably led by Chair, Mr Myles Tehan. Our Parent Committee and various sub committees have also contributed significantly, especially with regard to fundraising and the development of building social capital. In 2025, our Parent Committee was proudly led by Mrs Natalie Armstrong and Mrs Michaela Moran. Finally, I would like to thank the Parish Pastoral Council, which works to support Father Gallacher and Assistant Parish Priest, Father Raj, who continue to work tirelessly to respond to the needs of our large parish community.

Now that we have acknowledged and celebrated a successful 2025, the staff and I look forward to 2026 and beyond. We are enthusiastic about being able to work in collaboration with our families and wider school community to ensure St Mary's School continues to be a place of learning, where all students are known, nurtured and challenged.

Kind regards,

Lauren Jones

Principal

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

#### **Goal:**

To embed initiatives which promote student voice and agency in learning, wellbeing, safety and social justice issues.

#### **Intended Outcomes:**

Students will be valued and active decision-makers and innovators on matters of student learning, wellbeing, safety and responsibility.

Establish new partnerships to further support the development of student voice and agency in local and global social justice issues.

### Achievements

#### **Professional Learning**

- Professional learning took place to support teachers to plan units of work around the Year of Jubilee including the theological underpinnings and adapting the MACS provided units of work to our school context.
- A facilitated professional learning session with a focus on the scripture and spirituality of the Feast of the Immaculate Conception was undertaken.
- The Religious Education Leader attended the Southern Religious Education Leader Network days. These days are valuable as the information gained allows the RE leader to pass on important messages from the wider system and to collaborate and share practice with other RE leaders. In addition, the REL attended the formation day “Appeals for Hope” with a focus on the Year of Jubilee.
- The Religious Education Leader served on the Executive of the Southern Region Religious Education Network for a third year.
- The Religious Education Leader presented a talk at the first Network meeting of the year with a focus on the 2024 Inspired to lead program to Italy. The purpose of this talk was to inspire other Religious Education leaders to apply for and attend the 2025 Inspired to Lead pilgrimage to Ireland. In addition, the Religious Education leader attended an event sponsored by Catholic Mission and Identity to listen to author Joseph Pearce on the topic ‘Finding Hope Through Beauty: A Spiritual Journey’, explored through the lens of being a Pilgrim of Hope.

- All staff were advised of the opportunity to undertake online Professional learning opportunities which contribute towards their maintenance of the Accreditation to teach Religious Education.
- Following a change to the delivery mode of support to schools by the Catholic Mission and Identity team, the Religious Education leader attended a cluster meeting with surrounding schools to discuss delivery of professional learning objectives to multiple schools with similar SIP and AAP goals.
- Staff were reminded about the MACS Accreditation policy and were shown how to update the TAP portal on CEVN to note their hours for the purposes of gaining and maintaining accreditation according to the policy. The TAP portal was updated to register all professional learning during 2025 and accreditation hours applied to individual staff profiles.
- St. Mary's maintained its subscription to Butterfly House, a music website which teachers can access for liturgies, Feast days and special events.
- The school undertook a review in 2025. In the Religious Dimension, staff ratings in each of the capabilities matched or were improved by the MACS appointed Reviewer, Mr. Craig Tanner. Mr Tanner specifically commended the school for the following: *"The Catholic identity of the school was visible during the review, not just physically, but evidenced via feedback provided to the reviewer from staff, students and families. School leaders drive and embed key religious dimensions including scripture, prayer, reflection and the sacraments at relevant year levels. Whilst religious education (RE) is explicitly taught, the school's intent is to deliver the curriculum in a contemporary, authentic and relevant context"*.

### **Faith Development**

- Fr. Tom Christie, Assistant Parish priest, led staff in a Faith formation session with a focus on the Year of Jubilee including the history of Jubilees, their purpose theologically and the central theme of "Hope" as articulated in the Papal Bull proclaiming a Year of Jubilee. He generously answered staff questions upon a range of current topics.
- Some staff completed faith formation online opportunities facilitated by the MACs Southern Region Learning consultants.
- All staff attended a full day of Faith Formation with a focus on the life of the early Church in Melbourne and the significant contribution of figures such as Dr. Sr. Mary Glowry and St. Mary of the Cross MacKillop. The purpose of the day was to build staff capacity about the beginnings of the Catholic Faith in Melbourne. Staff also undertook a tour of St. Patrick's Cathedral as part of the day in recognition of, not only its role in the formation of the faith in Melbourne, but it also being a Pilgrim place during the Year of Jubilee.
- Weekly seasonal prayers were published in the staff and school newsletters and individual staff prepared a prayer before Professional Learning meetings.

- Daily prayer continued in all classrooms, ensuring that our students were provided with opportunities to develop their own relationship with God.
- Texts including 'Praying together with Children 2025', 'Teaching the Miracles' and 'Becoming Catholic-Sacred objects and symbols' were purchased through Pauline Books for use by staff in intellectual preparation and faith formation.

### **Liturgies / Community Partnerships**

- The Acting Principal, Ms Lauren Jones, led a prayerful liturgy for staff on the first day back at school. St Mary's is a Catholic school and the importance of Prayer as central to our vision and mission is underscored by the priority which is given by the Principal as the first thing we do as a staff at the commencement of a new year. The focus of the Prayer was the year of Jubilee.
- The Acting Principal met with the Parish Priest, Fr. Michael Gallacher and Assistant Parish Priest Fr. Tom Christie. This supported the building of school and Parish connections through a shared understanding of the perspectives of each. Further, the Acting Principal communicated with the Principal's of the schools within the Family of Parishes regularly.
- A whole school welcome Mass was celebrated in the first week of the new school year which included the blessing of class candles. This allowed an opportunity to welcome new families and students into our school community.
- A Commissioning Mass for Year Five and Six students, Parent committee members and Staff was held followed by a morning tea catered for by the parent community. This was an opportunity for the whole community to come together to begin the school year.
- The whole school celebrated the Feast of St. Patrick at a Liturgy. This Liturgy also celebrates Catholic Education Week. Year Six students attended Mass at the Cathedral.
- Catholic Education Week was marked with classes undertaking activities related to the theme of the week "*Arise, Shine for your light has come and the glory of the Lord shines upon you*". A wall display featuring every student was prepared.
- Students, staff and parishioners celebrated Shrove Tuesday by enjoying a feast of pancakes, provided by our Parent Committee.
- Ash Wednesday was marked by a whole school Mass and Caritas Project compassion boxes were distributed to each family.
- Reflection days for each of the Sacramental classes were held. These days provide an opportunity for a deeper understanding of the Sacrament to occur in the week preceding the Sacramental Mass.
- The Sacraments of Reconciliation, Eucharist and Confirmation were celebrated with students and families in attendance. In a first for the school, the Sacrament of Confirmation was held at St. Patrick's Cathedral as requested by the Archbishop. All three schools in the Family of Parishes participated.
- Foundation students undertook a pilgrimage to St. Joseph's School Malvern where they participated in planned activities with a focus on the Jubilee of Hope. The

Foundation students from St. Joseph's visited St. Mary's and learnt about the papal mascot 'Luce'. They made three-dimensional representations of the Jubilee logo. Parents and carers participated alongside the students.

- Year One students led the school at a Pentecost Liturgy ahead of Pentecost Sunday.
- Year Three held a Liturgy with a focus on friendship at their first camp.
- Advent liturgies were led by different Year levels during December to which Parents and Parishioners were invited.
- The Stations of the Cross were dramatically depicted by Year Five and Six students who had read and interpreted a passage of Scripture relating to each Station.
- Commemorative liturgies for Mother's Day, Father's Day, ANZAC day and Remembrance Day and National Reconciliation Week were celebrated as a whole school led by various Year levels.
- The Religious Education Leader liaised with and supported the Parish Catechist to deliver sacramental classes to students not enrolled in our school. This included providing home learning materials, certificates and stoles for the Sacrament.
- The Parish Feast Day was commemorated with a whole school Mass followed by classroom based learning.
- Fr Tom Christie, the Acting Deputy Principal and Religious Education Leader met to plan coordinated calendars for 2026.
- Foundation students performed a Nativity play for families in the final week of the year. This occurred in the Church and was very well attended by families.
- The whole school attended Mass for the Feast of the Assumption.
- A Graduation/End of Year Mass was held to commemorate the end of the school year and to farewell those Year Six students leaving in 2025. The 'light of leadership' was passed from Year Six to Year Five 2025 students.
- The Feast day of St. Mary Mackillop was marked with classroom activities provided. An award was given to a student from each Year level who displays the values and mission of St Mary of the Cross.
- A small group of Year Six students were invited to visit St Macartan's Parish Primary School to participate in a special day of reflection, collaboration and pilgrimage. The purpose of the day was to bring student leaders across our network together, to grow in faith, build connections and reflect on their journeys as young leaders.
- Regular Religious Education updates were published in the weekly school Newsletter. Topics included an introduction to the Year of Jubilee, the Church season of Lent, Easter Mass times and information about Passion plays, St. Mary's Sacramental program,

### **Social Justice**

- Project Compassion fundraising occurred in each classroom throughout Lent and boxes were distributed to each child.
- During Advent, Caritas resources were utilised to promote understanding of the Catholic Social Teaching principles.

- Through the support of the Acting Principal, a Year Six student coordinated a very successful initiative, 'Camping for Conservation' for Years Four to Year Six. This was not only a wonderful opportunity to raise money for the Wildlife Warriors charity, it also helped to raise awareness of the work the charity does to protect wildlife.
- Year Five and Six facilitated a Charity Fete project to support a range of individual charities. All students and families were invited to attend the Charity Fete to learn about the selected charities.
- The whole school participated in a successful Colour Run to raise funds for the Royal Children's Hospital, Good Friday Appeal.
- Fundraising initiatives were led by the school Student Representative Council including donations being collected and provided to the Malvern Emergency Food program.
- Christmas hampers were created from student donations for St. Vincent de Paul.
- Students participated in Harmony Day activities, aimed to celebrate the diversity of the Australian community and foster a climate of respect, tolerance and inclusion.
- ANZAC Day and Remembrance Day merchandise was sold by Year Five and Six students to raise funds for Legacy and the East Malvern RSL.

### **Value Added**

As above.

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## Learning and Teaching

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### Goals & Intended Outcomes

#### Goal

To use research, evidence informed and consistent pedagogical practices to implement high quality learning and teaching that enables every student to thrive.

#### Intended Outcomes

Teachers and students will use two way feedback to enhance student learning and teacher practice.

Students will utilise metacognitive strategies to improve awareness of their own learning, to self regulate and sustain motivation to learn.

### Achievements

- All curriculum leaders attended regular Network sessions facilitated by Melbourne Archdiocese Catholic Schools (MACS) staff, including the School Wide Improvement Framework (SWIF) network meetings.
- Our Enrichment Program continued throughout the year, whereby a range of students from Year 3 to Year 6 were selected, based on data, to take part in a range of enriching activities and competitions, including by not limited to, Dorethea MacKellor Poetry, ATOM Photography and the Australian Catholics Young Journalist competition. These enriching experiences provided authentic opportunities for students to further develop skills in a range of areas such as photography and poetry writing. Another aspect of our Enrichment Program has seen the continuation of the student newspaper, 'The Mary-Go-Round', where a number of students contributed a range of articles that were published in the newspaper. The Mary-Go-Round has become an integral part of the programs being offered here at St Mary's.
- Our Camp Programs for students in Year Three to Year Six were once again well received. Year Three enjoyed a night at PGL Campaspe Downs, Year Four spent two nights at Lady Northcote, while our Year Five and Year Six students experienced a four day camp in Canberra engaging in learning focused around government and history.
- A dedicated School Closure Day was held in Term One to building staff knowledge and consistent understanding and practice of the MACS Vision For Instruction - Science of Learning. This included developing a whole staff understanding of The Science of Learning Science and covered the concepts of; Science of Learning v Cognitive Science, What is Learning, Key Concepts in Cognitive Science, Model of Cognition,

Retrieval Practice, Spaced and Interleaved Practice and Daily Review. These key areas of Vision For Instruction were reviewed and supported throughout 2025 through Professional Learning Communities.

- Dedicated a School Closure Day in Term Three with guest speaker, psychologist, Raelene Dundon who addressed Neurodiversity in Schools. Raelene developed staff understanding particularly of ADHD and Autism and strategies to implement to support students.
- Our students in Year Three and Year Five were supported in preparing for and participating in the National Assessment Program - Literacy and Numeracy (NAPLAN).
- All classes participated in a range of enriching incursions and excursions to further enhance their learning.
- Our Year Five and Year Six students attended the GRIP Leadership Conference in the city at the beginning of the year. It was an inspiring experience and a wonderful opportunity for our senior leaders to learn more about student leadership

### **Inquiry**

- All teaching staff were supported with planning new units of work through participation in personalised meetings, at the end of each term. These sessions provided teaching staff with an opportunity to plan and prepare a rich and engaging unit of work based on a range of core curriculum areas, structured from an authentic problem and following the Design Thinking Process.

### **English**

- Two opportunities for Public Speaking courses were again offered during 2025. Advanced Presentation Skills coordinator, Mrs. Sandra de Geest worked with Year Five and Six students during Term One on learning the basics of debating. Then, in Term Three, Year Four enjoyed a workshop run by Superspeak/Speak Stars. The aim of the program is to assist students to inspire creative thinking, promote expressive skills, build self esteem, learn to think on your feet, develop self awareness, improve communication skills and develop leadership skills. Well attended parent sessions were held for both Year levels.
- Regular English Updates featured in the School Newsletter, sharing resources and overviews of what has been explored in classrooms, and across levels. Topics included an introduction to the SpellEx program, a report following Advanced Presentation skills, an outline of the English assessment schedule and tools used and Book Week information.
- Literacy Intervention continued for low attaining students across a variety of year levels. The Literacy Intervention facilitators worked with small groups of students across a number of sessions each week through the MiniLit program, with a particular focus on alphabet recognition and decoding strategies. In addition, Learning Support Officers implemented the MultiLit program for a number of Year Two and Year Three

students. This program involves 1:1 support. Selection for the programs is considered by the Student Support Team (formerly Intervention team) through fortnightly meetings considering an analysis of current data.

- A range of whole school Literacy assessments took place throughout 2025, all of which helped to monitor growth and achievement. These assessments include, but are not limited to InitialLit screeners and progress monitoring in Foundation - Year 2, the WARN (Wheldall Assessment of Reading Non words), the WARL (The Wheldall Assessment of Reading Lists), WARP (The Wheldall Assessment of Reading Passages), SpellEX screener and progress monitoring, DIBELS ((Dynamic Indicators of Basic Early Literacy Skills), Progressive Achievement tests in Reading through Australian Council Educational Research.
- Year One students undertook the Phonics check with results showing 88% of students within the fluent decoder band. Only 2/41 students are regarded as requiring ongoing support.
- Staff participated in professional learning sessions including preparation for reporting student achievement in literacy during Term One, utilising Daily Reviews in English, full participation strategies in English, analysing 2025 Progressive Achievement testing results and other literacy data, analysing NAPLAN data and preparation for Book Week 2025.
- Teachers implemented the new Victorian Curriculum 2.0 -English
- Multiple Parent information sessions about the InitialLit explicit teaching program were facilitated with information packs made available for those unable to attend.
- St. Mary's participated in National Simultaneous story time when anyone can join a link to a live story reading at the same time across Australia. Teachers were provided with resources and students enjoyed a craft activity based upon the featured text "Truck Cat".
- Book Week 2025 involved a very successful Book Fair which ran for five days and raised over \$920 for the school. Parents and Grandparents were able to purchase quality books from Lamont Books and students enjoyed making wish lists to request their selections.
- Library shelves were audited and some books deemed surplus to requirements. These books were then donated to the Fiji Book Drive - a registered charity distributing surplus books to schools in Fiji.
- Book Week activities included an author visit from Morris Gleitzmann for Years Three to Six, Perform Education session for Foundation to Year Three. Two copies of all of the shortlisted CBCA books were purchased for the library.
- A thorough analysis of NAPLAN data in Reading, Language Conventions and Writing was undertaken by staff looking for opportunities and celebrating student achievement.
- The Premiers Reading Challenge was completed by thirty-five students including every Year Five and Six student!

- Year Three and Four teaching staff received professional development in the SpellEx program and this explicit spelling program was implemented three times per week across all middle school classes.
- The Literacy Leader ran a professional development session for all Learning Support Officers into the InitialLit program and how to support students to access the learning with additional support.
- The Literacy Leader attended the information briefing outlining the offerings in Professional development in 2026.
- Many students in Years Three to Six signed up for and participated in the Prime Minister's Spelling Bee.

## **Mathematics**

- The Mathematics Leader ran staff professional development on Vision For Instruction in Mathematics including Daily Reviews, Full Participation, Checking For Understanding, Responsive Teaching, Explicit Instruction and Adaptive Teaching/Analysing Data.
- Year Three and Year Five NAPLAN results in Mathematics were positive in 2025.
- A range of whole school Mathematic assessments took place throughout 2025, all of which helped to monitor growth and achievement. These assessments included, but are not limited to Pre and Post Assessment, Westwood Speed tests, Maths Online Interview (MOI), Early Number and Algebra interviews and the annual Progressive Achievement Test (PAT) Mathematics.
- The Numeracy Screener (Centre for Independent Studies) was used to assess the majority of Year One students to identify those who may be 'at risk' in numeracy. The screener was administered at three points throughout 2025: at the beginning of the year (February), mid-year (July), and at the end of the year (November). The Mathematics Leader and classroom teachers received comprehensive data and detailed feedback to inform teaching, targeted intervention, and ongoing support for students
- Regular Mathematics updates included in the School Newsletter, sharing resources and overviews of what has been explored in classrooms, details of our Mathematics assessments (including Checklists and summative and formative assessments) across year levels and providing helpful strategies for parents to help their child at home.
- Staff explored the OCHRE resources in Mathematics with opportunities for teachers to continue to use OCHRE Daily Reviews in their teaching of mathematics.
- Mathematics Intervention was offered for students requiring further support in mathematics. The Mathematics Intervention teacher worked with small groups of students twice a week, with a particular focus on number intervention, including place value, the four processes and a strong emphasis on mental strategies.
- Selected students were involved in a variety of national Mathematics competitions

- Implementation of the Early Years Numeracy and Algebra assessments and targeted teaching across Foundation to Year 2. Early Number and Algebra further enhances knowledge of the Victorian Curriculum 2.0 in the Number and Algebra strand, progressions of learning and assessment practices and pedagogical approaches, in order to plan and implement learning cycles for students at their point of need.
- Continued to report in Mathematics to assess student progress against the Mathematics 2.0 Curriculum, implementing efficient data methods to analyse each student's achievement.
- Continued to encourage and support students in using Mathletics and Mathseeds as a supportive online platform for home and school.
- Key focus on assessment, data and differentiation through staff Professional Learning
- Teachers continued to work in teaching teams to create and implement teacher designed pre and post assessments
- Continued a whole-school focus on mental strategies in Mathematics, aligned with the Mathematics 2.0 Curriculum, to support flexible and efficient number understanding, problem solving and reasoning.
- Students celebrated World Maths Day 2025 with a strong focus on developing number sense and fluency. Students from Foundation to Year Six participated in the online Mathletics competition, while the Mathematics Leader organised a range of independent and team-based activities throughout the day. All students received a World Maths Day certificate to recognise their participation and effort.
- **Specialists -**
  - **Digital Technologies / STEM:** In 2025, students participated in a designated specialist program with learning aligning to the Digital Technologies curriculum. Students participated in a range of lessons based around Digital Wellbeing, coding and robotics. St Mary's continued our strong partnership with Inform and Empower in order to deliver Termly Webinars and explicit lessons to students on Cyber Safety issues in order to meet curriculum outcomes.
  - **Visual Arts:** Throughout 2025, Visual Arts continued to be well received by many students as they engaged in a variety of artists studies, and completed many creative and colourful pieces of art. The school held the biannual Art Show in Term Three which showcased the art works of students from their learning in Visual Arts.
  - **Music:** Our Music program continued to flourish throughout 2025, with musical instruments being learnt and connections being made with Inquiry learning across the classrooms.
  - **LOTE: Mandarin:** Students continued to participate in weekly Mandarin classes, where they were immersed in the culture of China, as well as the language.
  - **Physical Education:** In 2025, our students participated in sporting opportunities which included, but was not limited to, lawn bowls, soccer, cross country, hockey, netball, AFL, athletics and swimming. Two events throughout the year which were no doubt a highlight on the calendar for all students were the annual Footy Colours Day and Colour Run. We also continued with Foundation to Year Six swimming lessons held at

Korowa Aquatics Centre, followed by our Years 2-6 House Swimming Carnival at the end of the year.

## Student Learning Outcomes

Student learning outcomes in NAPLAN for the 2025 school year were exceptionally strong.

### Year Three

Of the five marked areas of NAPLAN, the strongest result for Year Three, 2025, were from the Writing assessment.

\* Writing - 95% of Year Three students scored in the top two proficiency strands of strong and exceeding, which is consistent with results over the previous two years.

\* Reading, Spelling and Numeracy - 89% of Year Three students scored in the top two proficiency strands of strong and exceeding.

\* Grammar & Punctuation - 81% of Year Three students scored in the top two proficiency strands of strong and exceeding, which is an increase from 64% in 2024.

\* Pleasingly, no students were marked in the lowest proficiency strand, Needing Additional Support, in any of the Year Three NAPLAN assessments.

### Year Five

Of the five marked areas of NAPLAN, the strongest result of Year Five, 2025, were from the Numeracy assessment.

\* Numeracy - 94% of Year Five students scored in the top two proficiency strands, strong and exceeding.

\* Reading, Writing and Grammar & Punctuation - 82% of Year Five students scored in the top two proficiency strands.

\* Spelling - 76% of Year Five students scored in the top two proficiency strands.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>					
	<b>2025 (current year)</b>			<b>2-Year Average</b>	
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	481	82%	482	79%
	Year 5	539	82%	531	85%
Numeracy	Year 3	460	91%	470	90%
	Year 5	542	94%	549	97%
Reading	Year 3	466	89%	468	93%
	Year 5	512	82%	535	88%
Spelling	Year 3	463	91%	450	78%
	Year 5	503	76%	502	78%
Writing	Year 3	464	98%	465	97%
	Year 5	511	82%	533	91%

\*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.

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## Student Wellbeing

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### Goals & Intended Outcomes

#### Goal

To embed initiatives which promote student voice and agency in learning, wellbeing, safety and social justice issues.

#### Intended Outcomes

Students will be valued and active decision-makers and innovators on matters of student learning, wellbeing, safety and responsibility.

Establish new partnerships to further support the development of student voice and agency in local and global social justice issues.

### Achievements

- St Mary's School once again celebrated and promoted a dedicated week to Student Wellbeing (SWELL Week) at the beginning of the year, where all classes took part in engaging sessions designed to build teamwork and foster positive and respectful relationships. Students had the opportunity to participate in activities such as billy cart driving, scooter and car building, and other teamwork challenges which encouraged resilience and a positive mindset when encountering obstacles. Students also built connections within their classes and year levels by participating in a silent disco and further strengthened relationships across year levels through buddy class activities and a shared picnic lunch.
- The Wellbeing Leader initiated and launched SWELL Starts. These sessions, initially offered to students presenting with apprehension when separating from parents and caregivers at morning drop-off and later opened to all students, provided a mindful and quiet space for students prior to the start of the school day. Staff provided a variety of passive play and creative opportunities to support students in transitioning positively into school.
- The Wellbeing Leader, supported by staff, made a variety of passive play resources available to students during lunchtimes. Students selected their preferred resource using a Student Choice Board and the provided resources supported students in connection making in a passive play space during lunchtimes.
- To support all staff to promote mental health and wellbeing of students, the Acting Principal and Wellbeing Leader researched and committed to implementing the use of the wellbeing data collection and analytical application, Ripple, for students in Years

Two to Five. The implementation of Ripple enabled staff to monitor student wellbeing trends, identify needs early and strengthen targeted wellbeing supports across the school.

- The Acting Principal and Wellbeing Leader researched and committed to implementing the UR Strong Wellbeing and Social Skills program, Friendology as a whole school approach to social and emotional teaching and learning. The implementation of Friendology was supported by ongoing staff professional learning, newsletter articles to support families in understanding the focus and importance of the program and with an official launch and celebration of the joys of friendships on “Friendship Day” During Friendship Day all students completed Friendology learning tasks in their class groups and then came together as a school to celebrate our commitment to maintaining healthy relationships.
- Families were provided with access to an online “Language of Friendship Workshop” and a UR Strong membership, including resources and activities to complete at home to support ongoing student and community learning in the area of personal and social capabilities and the Friendology program, while also developing the skills and language needed to foster healthy, feel-good friendships.
- Delivered ongoing staff professional learning in wellbeing data analysis, social and emotional learning and behaviour tracking processes, and ran a session at a staff Closure Day focused on school climate, student voice and the teaching of social and emotional learning (SEL).
- Staff strengthened student voice, school connectedness and student engagement by continuing to facilitate termly class meetings.
- Supported the “Bullying No Way: National Week of Action” in August. Classes explored the importance of being kind, inclusive and respectful, especially during such an important week, completing lessons empowering students to be bold and speak up if they see any form of bullying.
- A range of resources were purchased to further support the teaching and learning of wellbeing, including, but not limited to new sandpit toys and social and emotional picture books.
- During a whole school closure day the Wellbeing Leader supported staff to revise the school’s behaviour expectations and a behaviour matrix was developed. This document, based on our school values, explicitly outlines the whole school expectations around being safe, respectful, resilient and ready to learn to students and staff. The document was displayed around the school and elements of it were unpacked with students at the start of the year. Each week a specific behaviour was highlighted as a focus by the Wellbeing Leader and shared with all staff at the start of each week. Students then also shared this behaviour with the school community at the Monday morning assembly and staff provided positive feedback and raffle tickets to students seen to be enacting the behaviour over the course of the week.
- In collaboration with our Student Representative Council, our whole school positive reward system continued for the year, with staff handing out raffle tickets to students

who exhibited positive and respectful behaviours. Students who receive a ticket, write their name on it and add it to the school raffle barrel. During each Monday morning whole school assembly, school leaders draw a name out of the barrel with that student winning a voucher for their class, where they could choose between twenty minutes of extra play or twenty minutes of free time within the classroom. This approach continues to successfully promote positive behaviours across the school.

- Students across all classrooms were assigned a buddy class, with Foundation students receiving a buddy from the senior classroom. These buddies and buddy classes provided wonderful opportunities for students to connect across a range of year levels, build friendships and support each other with a range of classroom based activities.
- The Student Representative Council (SRC) was once again well received from the beginning of the year, with a number of students across all grades writing to apply for the positions. After applying, students were then democratically elected by their peers and SRC badges were awarded to students during an assembly in Term One. Amongst many other initiatives, our SRC leaders hosted our first “Cosy Clothes and Crazy Sock & Shoelace Day” as part of our Friendology “Shoecase” wherein students and their families shared and celebrated the amazing learning happening across the school in the area of wellbeing and social skill development. At this event the SRC also collected donations from students for the purchase of a new “Friendship Talk It Out Bench” which all students will benefit from as a safe space to make new friends and talk over any minor conflicts they might encounter on the playground.
- The SRC also facilitated multiple events, including the SRC Food Race and Christmas Hamper Drive, wherein students and their families donated non-perishable food items to the Malvern Emergency Food Program (MEFP) and the Sacred Heart Mission.
- Student Wellbeing Updates continued to be a regular feature in our School Newsletters this year, covering a range of topics, including Kindness, the launch of the Friendology curriculum and updates around the teaching and learning in this area, the implementation of the Ripple wellbeing data collection app and updates regarding success and identified areas of support from the data, various mindfulness strategies including mindful breathing, and of course, updates from the classrooms and SRC meetings.
- Ongoing use of our Happy Families membership supported the sharing of relevant articles with parents through the weekly school newsletter, alongside the promotion of online webinars and the provision of expert resources for both staff and families.
- Explored and discussed the Child Safety Standards during regular staff briefings and professional learning communities.
- The Wellbeing Leader and Learning Diversity Leader attended the Student Engagement in Action Professional Learning session facilitated by MACS designed to deepen shared knowledge of the Vision for Engagement.
- Acknowledged and celebrated special days, including, but not limited to; R U Ok? Day, Harmony Day, Australia’s Biggest Child Safety Lesson and National Ride to School

Day. All of these days promote such wonderful messages, that as a school we greatly value.

- Transition programs were prioritised for students transitioning to Foundation in 2026 and also Year Five and Six, 2026 through a range of strategically planned experiences and opportunities. All students across each level also took part in a transition morning to assist in transitioning to a new class with a new teacher and peers.
- Our Foundation 2026 families were invited to attend a Starting School in 2026 session with psychologist Carley McGauran. This was very well attended with families not only benefitting from tips and tricks from a psychologist, but also receiving final bits of information from the school, which concluded a comprehensive transition program.
- Supported student transition for students in Foundation to Year Five through a dedicated Step Up Day, providing students with the opportunity to meet their 2026 classmates and teacher, become familiar with their new classroom environment, and build confidence and connection ahead of the new school year.
- Students in Foundation participated in a Wellbeing incursion focussed on developing emotional literacy and positive self regulation strategies provided by Christine Sully, a Mental Health Practitioner and Certified Practising Counsellors Australia member from Workshops that Work.
- St Mary's School welcomed back Life Ed, which provided an enriching experience for all students in Foundation to Year Six. The lessons focussed on included My Body Matters, Ready Steady Go!, Harold's Online World, Friends and Feelings, The Inside Story, Respect, Relate, Connect.
- St Mary's School continued to support families and carers in developing their understanding and strategies to support student wellbeing by investing in an online webinar, "Managing Big Feelings" hosted by psychologist Carley McGauran, with slides and resources being shared with all families afterwards.

## Value Added

As above.

## Student Satisfaction

Students in Years Four to Year Six were invited to participate in the 2025 Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSSIS). Overall, fifty-four students completed the survey and answered a series of questions covering ten domains.

The strongest scoring domain for 2025 was *Learning Disposition*, with an overall positive endorsement score of 80%. St Mary's students scored above the MACS average for this

domain which was 73%. The questions within this domain asked students to reflect on the mindset they have about themselves as learners.

With an overall positive endorsement score of 76%, *Rigorous Expectations* was our second highest score, which was the same score as the MACS average. The questions within this domain asked students to reflect on how much they feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance.

Pleasingly, some students were provided with an opportunity to meet and talk with our Improvement School Reviewer during our 2025 School Review process. The following student insights were included in the final School Review Report;

- *Students are proud of their school and stated that their teachers not only accommodated their learning but cared for them as people.*
- *The school has initiated a wide range of student leadership roles and responsibilities.*
- *Classroom observations provided evidence of a calm and harmonious learning environment.*

## **Student Attendance**

At St Mary's School all class teachers are required to maintain the electronic roll on SIMON (online management system).

Rolls are completed twice daily, morning and afternoon. Office staff contact parents, via telephone, of any students marked as "absent" without any prior parent notification. Parents are requested to notify the School Office of any absence prior to 9am. This can be done by either calling or emailing the Office. Parents can alternatively mark their child as absent for the day, directly on the Parent Access Module (PAM), though SIMON. A record is kept on SIMON of any Parent Notified Absences.

Parents/carers must sign their child in, if they arrive after 8:50am. Parents/carers must sign their child out if leaving the school before 3.10pm. This can be done through the Student Kiosk, on the iPad in the School Office. The Student Kiosk updates the classroom rolls automatically. If there is unsatisfactory attendance, the parents are contacted to discuss ways of assisting and supporting in order to improve the situation. Parents are asked for an explanation and invited to respond.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	89.18
Y02	93.74
Y03	91.24
Y04	91.43
Y05	90.75
Y06	92.91
Overall average attendance	91.54

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## Leadership

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### Goals & Intended Outcomes

#### Goal

To continue to grow and maintain a staff culture of high performance and development.

#### Intended Outcomes

Embed consistent school wide approaches for staff to give and receive feedback on a regular basis to refine teaching performance.

Develop and implement staff individual professional learning plans and associated goal setting in line with St Mary's SIP and AAP.

Leadership capacity is built and enhanced across the school.

### Achievements

- The Principal and Deputy Principals met on a regular basis with a Marketing Consultant covering many aspects of our strategic school marketing, including but not limited to the following;
  - Maintaining and updating the School website, including the publications of regular blogs to increase website traffic
  - Monitoring Enquiry Tracker in regards to possible student enrolments across all levels, although predominantly for Foundation 2026
  - Social media support
  - Community marketing including the Calendar campaign for 2026
- Appointed a leader to ensure our School Review was a streamlined, successful process
  - Met regularly with the leadership team and wider staff group to reflect on the schools collective growth and progress using the School Improvement Framework (SIF)
  - Collaborated with colleagues from MACS, including Simon Fitzpatrick (Senior Manager School Leadership) and representatives from the Child Safety team to ensure policies, procedures and practices were appropriately in place
  - Coordinated with a representative from the Victorian Catholic Education Authority (VCEA) for the compliance component of a school review.

- Coordinated with an independent representative for the improvement component of the review process.
- Hosted a 2025 School Review School Advisory Council Presentation, followed by a Parent Presentation
- Facilitated a post-review debrief session with all staff, where successes were celebrated and future opportunities were discussed.
- Hosted our annual Open Days and Open Night for prospective families. All events were well attended, and with families booking a space for their tours, St Mary's School was able to provide personalised, follow up communication after tours took place.
- Invested in a professional photographer to capture a series of photographs to be used in promotional materials and on social media accounts and on our website.
- Celebrated World Teachers' Day, which provided an opportunity to acknowledge and thank our amazing teachers and staff. We are so blessed to have such a dedicated group of teachers and staff. They work hard each and every day to make sure every student is known, nurtured and challenged!
- The School Advisory Council (SAC) met regularly throughout the year and provided ongoing support and feedback to the school on matters including, but not limited to, financial matters, class structures, marketing and retention.
- Continued utilising the online platform, Enquiry Tracker, as a resource to be able to better manage school enrolment enquiries, including Open Day attendees and enrolment applications.
- Ensured all staff maintained current Victorian Institute of Teaching (VIT) certification, Mandatory reporting modules and all relevant First Aid, CPR and Anaphylaxis training.
- Facilitated a series of successful open days, with high attendance numbers and a streamlined approach for prospective families to be able to register and then receive a series of follow up nurture emails.
- Continue hosting personalised school tours for families three times a week. These personalised tours were specifically helpful for families who may have missed the Open Day campaign or were wanting a more personalised experience in regards to questions wanting to be asked.
- The Principal and Deputy Principals supported the Parent Committee (PC) by attending monthly meetings and supporting their two focus areas of building social capital amongst parents and families and fundraising. Special thanks to our active Parent Committee for also hosting the annual Christmas lunch for staff. This was a lovely way for families to acknowledge the hard work of our staff throughout the year.
- Coordinated the facilitation and analysis of the Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSSIS) for staff, students (Years 4-6) and parents.
- Year Six staff and Religious Education leader facilitated our annual end of year Mass and Year Six Graduation.

- The Acting Principal attended the biannual South Central Principal Conference, which in 2025 was held in Broome, Western Australia. A highlight of the program was visiting Beagle Bay Parish and Primary School, as well as Holy Rosary School in Derby.
- Significant financial investment was made by St. Mary's School in the purchasing and rollout of two new Wellbeing programs; UR Strong and Ripple. UR Strong is an evidenced-based Foundation to Year Six program through which friendship skills are explicitly taught. Ripple is a communication and analytics application which supports staff to track and monitor student wellbeing. In 2025 this application was used with students in Years Two to Five.

## Expenditure And Teacher Participation in Professional Learning

### List Professional Learning undertaken in 2025

St Mary's School strategically prioritises ongoing professional development for all staff. We are proud to have made significant investment and commitment to staff professional learning to further support key aspects of our 2025 Annual Action Plan.

Core professional learning activities held throughout 2025 have been listed below.

- PAT data analysis workshops - Reading Comprehension and Mathematics
- 2025 NAPLAN data analysis workshops
- Team Teach Accreditation Training (six hours) with staff from Melbourne Archdiocese Catholic Schools
- First Aid training - CPR, basic First Aid skills and administration of EpiPens
- UR Strong training for successful implementation of the Foundation to Year Six friendology curriculum
- Staff development continuing to explore the Child Safe Standards
- A whole staff Closure Day focussing on the Science of Learning
- A whole staff Closure Day focussing on the introduction of the new MACS 2030: Vision for Engagement document. Specifically explored student behaviour expectations
- A whole staff Closure Day building our understanding and knowledge in being able to support neurodiverse students with a special guest facilitator, Raelene Dundon (psychologist & play therapist)
- Faith Formation Pilgrimage - touring St Patrick's cathedral and significant Catholic landmarks around East Melbourne
- Deepening staff faith formation - facilitated by Father Tom Christie
- All staff participated in an analysis PL session based on data received in 2024, prior to participating in the 2025 Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSSIS)

#### **Curriculum Leaders:**

Principal Networks (South Central)  
 Deputy Principal Networks and Conferences  
 Religious Education Leaders Networks  
 Student Wellbeing & Learning Diversity Networks  
 Digital Education Networks  
 School Wide Improvement Forum (SWIF)  
 School based Leadership Days

Number of teachers who participated in PL in 2025

28

Expenditure And Teacher Participation in Professional Learning	
Average expenditure per teacher for PL	\$1692.00

## Teacher Satisfaction

All staff, both teaching and non-teaching, were once again invited to participate in the 2025 Melbourne Archdiocese Catholic Schools - School Improvement Surveys (MACSSIS). Responses were received from a total of 19 staff members. Staff answered questions covering fourteen domain areas.

St Mary's School is once again very proud of our positive results, which have been consistently achieved since MACSSIS began in 2021. Our 2025 staff data once again places us above and predominantly, well above the 2025 MACS average.

Our three strongest domains were, *Staff-Leadership Relationships* and *Collective Efficacy*, both scoring a positive endorsement score of 96%, well above the MACS average of 81% and 77% respectively. With a positive endorsement score of 95%, *School Climate* also needs to be recognised here, again well above the MACS average of 75%. The specific questions associated with the *Staff-Leadership Relationships* domain asks staff to reflect on the quality of relationships between staff and members of the leadership team. While the questions for the *Collective Efficacy* domain asks staff to reflect on the perceptions teachers have that the staff at this school have what it takes to improve instruction. The *School Climate* domain explores questions about the overall social and learning climate of the school.

These positive results indicate that the staff at St Mary's School are extremely focussed and dedicated to working collaboratively on shared improvement strategies, and reinforces the idea that everything we do is to ensure the full flourishing of all students.

<b>Teacher Qualifications</b>	
Doctorate	0
Masters	3
Graduate	3
Graduate Certificate	1
Bachelor Degree	17
Advanced Diploma	2
No Qualifications Listed	2

<b>Staff Composition</b>	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	24
Teaching Staff (FTE)	18.97
Non-Teaching Staff (Headcount)	12
Non-Teaching Staff (FTE)	5.76
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

#### Goal

To provide opportunities to foster and promote parent engagement and community connections.

#### Intended Outcomes

Build strong partnerships to engage parents in their child's learning journey.

Seek authentic connections with organisations and businesses to support student learning and promote the school.

#### Achievements

- The Parent Committee held a Welcome Morning tea for all parents at the beginning of the school year, this was a wonderful way to ensure all new families to St Mary's felt connected and welcomed.
- Summer Drinks were also hosted by the Parent Committee in February, as a way of celebrating the commencement of the new school year, providing another opportunity for families to connect in an informal way.
- The Parent Committee held a highly successful biannual Spring School Fair. The Spring Fair is a major fundraising event for the school and also ensures our community spirit could be nurtured and celebrated. An outstanding amount of \$96,000 was raised from the day. All funds raised will be spent in 2026 on a number of beautification projects around the school such as; drinking fountains, art murals, rubbish bins and art room furniture.
- The Parent Committee kindly organised a range of hot food day treats for students such as hot cross buns during Easter celebrations and party pies and a drink on Footy Colours day.
- Students involved in the Enrichment Program produced a Termly Student Newspaper 'The Mary-Go-Round' showcased a range of school highlights and achievements and this was published across the school community, including the school newsletter.
- Parents were again provided with opportunities to engage directly with their child's learning journey specifically through our ongoing reporting cycle. Parents had access to reporting checklists at the end of Term One and Term Three, identifying student achievement in English and Mathematics. Parents received a formal report at the conclusion of Semester One and Semester Two. Opportunity for Parent / Teacher

meetings were offered at the start of the year with a Meet and Greet and meetings in Term Two and Term Four to discuss student growth and progress.

- What has become a much loved annual event for the wider school community, the St Mary's Colour Run took place again at the end of Term One. All money raised for this event went towards the Good Friday Appeal for the Royal Children's Hospital.
- St Mary's School once again supported the Poppy Appeal as we prepared to commemorate both ANZAC Day and Remembrance Day.
- St Mary's Playgroup was successfully held on a fortnightly basis during Term Two and Three in one of our new learning spaces. Not only did this provide an opportunity for St Mary's School to showcase staff and facilities to prospective families, it also provided a wonderful service to the local community for young children to have a safe and happy space to play.
- Our Kinder Liaison Leader proactively collaborated with a range of local kindergartens on a range of strategies, including building on our Kinder Connections program. This program enabled Year Four students (future buddies) to visit a range of kindergartens in small groups to build positive relationships. Always a highlight of the Year Four calendar, the students engaged in a variety of shared learning experiences at a number of local Kindergartens.
- St Mary's School is fortunate to have a very proactive and supportive Parent Committee who meet regularly throughout the school year with the purpose of not only fundraising, but also promoting a range of social events for parents, which assist in building connections. Social events include, Golf Days, Year Level dinners, breakfast for Mother's Day and Father's Day, and the annual Mid Life Crisis (MLC) Cup in collaboration with St Roch's Primary School.
- In collaboration with the Parent Committee, St Mary's School held a Working Bee each term to ensure outdoor areas are maintained. With each family contributing to at least one Working Bee throughout the year, these Working Bees continued to provide an opportunity to further build community connections and networks.
- St Mary's families continued to be invited to regular School Assemblies each term, which saw students receiving awards and class presentations being proudly showcased.
- After a Literacy helpers training session, our Foundation to Year Two classes welcomed parent helpers into classrooms to assist with reading activities.
- Alongside a number of Foundation 2026 transition opportunities, St Mary's staff facilitated the annual Foundation Information Night. This provided an opportunity for our Foundation 2026 families to gather to hear from our Foundation 2026 teachers, and to learn about how they can help their child prepare for school.
- St Mary's School held a Biannual School Visual Arts Show. This was a wonderful opportunity for the students to proudly showcase their artistic talents and art works created over the year. It was also a wonderful opportunity for our community to connect and celebrate lots of learning.

- The School Retention and Director of Connections Leader actively engaged with local secondary schools to strengthen transition pathways and build collaborative relationships with schools such as Avila College, Salesian College, Siena College, Sacred Heart Girls College and Xavier College. As part of this initiative, secondary school staff visited our school to deliver targeted programs and activities for our students. These opportunities have allowed our students to become familiar with secondary school environments, expectations, and staff, helping to reduce anxiety and build confidence about the transition to secondary school.
- The Parent Committee continued to coordinate St Mary's Care, providing support for school families in need.
- Dr Carina Garland, the Federal Member of Parliament for Chisholm, was a special guest at one of our Monday morning assemblies. We sincerely thank Dr Carina Garland for visiting us for presenting us with two new Australian flags!
- At the end of 2025, St Mary's School proudly celebrated and acknowledged the work of our Principal, Mr Shane Tobin following the announcement of his retirement. The community gathered together for a very special assembly where as a school we were able to reflect on his achievements during his nine-year tenure and of course to wish him all the best in his retirement.

## Parent Satisfaction

St Mary's School continued to work proactively throughout 2025 to ensure parent feedback was regularly sought, both formally and informally.

A significant formal aspect of seeking parent feedback during the year was in the form of the Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSSIS). All families were invited to participate anonymously in MACSSIS, and pleasingly fifty-four families contributed, which in comparison to both 2023 and 2024 when only thirty-three families completed, is a considerable improvement.

Overall, the results indicate that families have scored St Mary's School in line with 2025 MACS averages. Our strongest domain in the parent survey was *School Climate*, which is an indication of families' perceptions of the social and learning climate of the school. A percentage score of 88% was achieved, which is above the MACS average of 84%.

In addition to positive MACSSIS data from our parents, a parent group also provided considered feedback to our external Improvement Reviewer. The following insights were recorded in the final School Review Report;

- *The school enjoys a positive reputation within the local and wider community. Overall, parents trust the school to do its job. Parents identified the school's priority in developing the 'whole child' as one of the key factors when enrolling their child.*
- *Parents noted that the staff have a genuine care for the students which is recognised and appreciated. All members of the parent forum agreed their children love attending the school.*

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## Financial Performance

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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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.smmalverneast.catholic.edu.au](http://www.smmalverneast.catholic.edu.au)