



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



St Mary's School

66-68 Little Myers Street, GEELONG 3220

Principal: Annice Lappin

Web: www.smgeelong.catholic.edu.au

Registration: 549, E Number: E1056

Principal's Attestation

I, Annice Lappin, 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 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 14 May 2025



About this report

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](#).



Governing Authority Report

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

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

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

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

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

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

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

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

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

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

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

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

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd



Vision and Mission

Following Jesus and His mother, Mary, we aspire to be a just, compassionate and inclusive learning community, striving to be the best we can be.



School Overview

St Mary's School, is part of St Mary of the Angels' Parish Geelong and is set on a one hectare site, adjacent to St Mary's Basilica and situated in the central business district of the City of Greater Geelong.

The school is one of the oldest in the Geelong area, established in 1842. The school has operated from various locations and in 2010 the school was relocated from its previous site in Myers Street, to the current site, in Little Myers Street. St Mary's School is one of four Catholic primary schools in the largest parish of Geelong, St Mary of the Angels. James Clarke is our parish priest.

The school buildings incorporate many modern features to support contemporary learning and teaching approaches. The two-storey building, while compact, includes four large learning areas, currently housing eleven class groupings that are flexible in design allowing for differentiated learning. Each learning area has its own library and resource area. There is a multi-purpose area, an administration wing, meeting spaces, planning room, a staff room and a large undercover atrium. A lift is available to the second level and ramps provide easy access.

The school site has been carefully landscaped to provide two adventure playgrounds, grassed playing areas, an asphalt playing area, attractive gardens and seating areas. An adjacent drive-thru on the property provides easy access for parents to drop off and pick up children at the beginning and end of the school day.

The school's central location provides opportunities for students to use many of the outstanding educational and recreational facilities that the City of Greater Geelong has to offer. Our location is further complemented by the visible presence of our Parish Church, the St Mary of the Angels' Basilica.

St Mary's School provides an inclusive education for girls and boys from Foundation to Year 6 with enrolments in 2024 totalling 219 students. There are two straight Foundation classes with multi-age structures from Year One to Year Six.

A comprehensive curriculum based on the Vic Curriculum is taught, as well as Religious Education in the Catholic Faith as set by the Archdiocese of Melbourne. St Mary's School remains diligent in working to achieve the goals and targets identified in the School Improvement Plan across the five spheres of; Religious Dimension, Learning and Teaching, Student Wellbeing, Leadership and Management and School Community.

St Mary's School values the strong and supportive relationship we enjoy with our parent community. The quality partnerships between home and school benefit the students' learning and wellbeing. Many opportunities for parents to be involved in our school and their child(ren)'s learning, are offered.

Our supportive Parents and Friends' Association, are strong contributors both financially and in community building. Their efforts are integral to the success of St Mary's School. The School Advisory Council meets regularly and continues to provide an effective voice of the parent community as members include parent representatives, the Principal, Deputy Principal, and the Parish Priest. The School Advisory Council has the capacity to influence outcomes as it provides a wide range of viewpoints on many matters.

The strong spirit of partnership between our families, teachers, students and the wider community remains a very satisfying aspect of our school. As a Catholic school we strive to demonstrate our commitment to our faith and provide living examples of God's loving care for all people.



Principal's Report

It is with heartfelt gratitude and great pride that I present the 2024 Annual Report to the St Mary's School community.

The past year has been both successful and rewarding, marked by continued growth and a deepening of our shared commitment to excellence.

A considerable amount of time was spent preparing evidence for our School Review. This gave us the opportunity to reflect on and highlight the extensive improvements achieved over the past four years. It was a very successful School Review with all VRQA standards, including all eleven child safe standards being achieved. The school reviewer was particularly complementary of St Mary's School and described it as a "thriving and flourishing learning community."

In 2024 our student enrolment remained strong at 219 which continues to be an ongoing testament to the esteem in which St Mary's School is held within the Geelong region. We were pleased to welcome new staff members who brought not only valuable experience but also a passion for contributing to our vibrant school culture.

Our teaching team maintained a clear focus on delivering high-quality learning experiences grounded in research and best practice. Learning support officers continued to work closely with teachers, ensuring that all students, particularly those requiring additional support, were empowered to engage fully with the curriculum alongside their peers.

Each staff member is dedicated to nurturing a learning environment that caters to the needs of every child. This is only possible through the strong partnerships we share with our families and the wider community, who together help create a thriving and supportive educational space.

Student wellbeing remained a cornerstone of our approach, with the ongoing implementation of the Respectful Relationships program and the Resilience Project. These initiatives continued to enrich our already strong culture of care and inclusion by helping students build healthy relationships, resilience and self-confidence.

Throughout the year, our educators delivered engaging and rigorous learning programs. Each term, overviews were shared with families and student wellbeing was always prioritised. Our staff consistently went above and beyond to support every aspect of student growth.

Highlights of the year included our school camps, memorable experiences for all involved. Year 3/4 students engaged in an extended day camp at Sovereign Hill, while our Year 5/6 cohort enjoyed the adventures at Warra Gnan in Warrnambool. Both experiences gave the

students the opportunity to explore, learn and connect with each other beyond the school grounds.

The continued strength of our school community was also evident in a wide array of initiatives and events: from School Advisory Council and Parents and Friends' Association meetings, to vibrant fundraising events such as the chocolate drive, Easter raffle, trivia night and colour fun run and picnic. The school concert, Italian immersion opportunities, fresh fruit Fridays, lunch order days, feast day celebration and principals for a day brought energy and joy to our school life. Professional learning, excursions, sports events, Sacramental celebrations and our Year 6 Graduation were all powerful reminders of the dynamic and inclusive culture we nurture at St Mary's School.

As a proud Catholic school, we also joyfully celebrated our faith throughout the year. Special thanks go to Fr. James Clarke, our Parish Priest and Fr Jude Johnston for their continued spiritual guidance and support of our school-parish connection.

To our wonderful Parents and Friends' Association, thank you for your unwavering commitment and generosity. Your contributions were deeply appreciated. We also thank the School Advisory Council for their dedicated service and offer special appreciation to those completing their term. Your leadership has helped guide our school forward.

Reflecting on 2024, I feel immense pride in what we've achieved together. I extend my deepest thanks to our Leadership Team for their tireless efforts to ensure a safe and supportive environment; to our teaching staff for their skill, care and dedication; to our learning support officers for their patience, care and positivity; and to our administration team for their professionalism and reliability.

And finally, to our students, thank you for your energy, kindness and enthusiasm for learning. You are the heart of our school. Together, we've made St Mary's School a truly special place to learn, grow and belong.



Catholic Identity and Mission

Goals & Intended Outcomes

GOAL:

To provide multi-disciplinary opportunities to encounter the Sacred and learn about the Catholic Faith

INTENDED OUTCOMES:

Opportunities are provided for the community to encounter Christ, building knowledge and understanding of the Catholic Faith Tradition

Use of the Religious Education Curriculum Framework and Catholic Social Teaching is well embedded in planning and assessment cycles

Achievements

In 2024, St Mary's School continued to grow as a faith-filled and inclusive Catholic community, committed to providing meaningful opportunities for students, staff and families to encounter Christ and deepen their understanding of the Catholic Faith Tradition. Through intentional planning, the Religious Education Curriculum Framework and Catholic Social Teaching were embedded across curriculum and assessment cycles, ensuring authentic and engaging learning experiences.

Liturgical life remained central to the spiritual development of our school community. Students regularly participated in the celebration of the Eucharist, Non-Eucharistic Liturgies and daily prayer. Year levels attended weekday Parish Masses throughout each term, strengthening the bond between the school and the Parish of St Mary of the Angels. Whole school celebrations, such as the Beginning of Year Mass, Ash Wednesday, Parish Feast Day, Remembrance Day, Advent liturgies and the End of Year Thanksgiving Mass, brought the community together in prayer and reverence.

Sacramental preparation was a significant focus, in partnership with families and the Parish. Students participated in formation programs that were integrated into the Religious Education curriculum. In 2024, 30 students celebrated the Sacrament of Reconciliation at St Mary's School in November, 31 students celebrated their First Eucharist at St Mary of the Angels' Basilica in August and 36 students were Confirmed in March at St Mary of the Angels' Basilica.

These Sacramental journeys were moments of encounter and celebration for the entire school community.

The Religious Education Scope and Sequence (Year A) guided teaching and learning across year levels. Students engaged in activities and tasks that built religious literacy, encouraged prayer and reflection and connected scripture to real-world contexts through the lens of Catholic Social Teaching. Through class visits from the parish priest and assistant parish priest, participation in Basilica tours and weekly Mass attendance, students grew in understanding of their role in the wider faith community.

In alignment with our 2024 goal to provide multi-disciplinary opportunities to encounter the Sacred and learn about the Catholic Faith, staff faith formation was prioritised as a vital part of our Catholic mission. Recognising that authentic witness begins with personal encounter, staff at St Mary's School were offered opportunities to grow spiritually and deepen their understanding of the Catholic Faith Tradition. One key initiative was a formation session led by Rosa Grabovac, MACS Religious Education Learning Consultant, which focused on preparing for the Jubilee Year 2025. This spiritually rich experience invited staff to reflect on the Church's call to renewal, mercy and hope. Through prayer, theological reflection and professional dialogue, staff encountered Christ in new and meaningful ways. They were equipped to bring the themes of the Jubilee, mercy, reconciliation and joyful encounter with God, into their teaching and daily practice. Additional formation experiences, including leading and participating in staff prayer and attending Mass together, helped foster a shared sense of Mission. These opportunities not only supported accreditation requirements, but also strengthened the spiritual life of the school, enabling staff to confidently guide students in encountering Christ and exploring the depth of the Catholic Faith Tradition.

Throughout the year, the school community responded to the call to serve others through acts of justice and charity. Families were invited to contribute to outreach efforts supporting the Parish Pantry, Bayleaf Community Kitchen and Caritas. These partnerships provided authentic ways for students to put faith into action and develop a heart for the common good.

In 2024, the school continued to foster student engagement in the prayer life of the community through the active involvement of the St Mary's School Choir. The choir played a significant role in non-Eucharistic events, enriching whole school gatherings such as the Mother's Day and Father's Day liturgies, as well as the Advent Day services held across the four weeks of Advent. Their presence and performance at these special moments brought a sense of reverence, joy and unity to the community. It was a truly wonderful experience to witness students in the choir take on such a meaningful role in the spiritual and cultural life of the school.

St Mary's School continued to provide meaningful opportunities for students and staff to encounter the Sacred and grow in their understanding of the Catholic Faith. One special highlight was our celebration of the Parish Feast Day. This day brought our whole school community together at Mass, praying, reflecting and undertaking joyful activities, including a shared sausage sizzle. These simple yet powerful moments reminded us of God's presence in our school life and helped staff and students feel more connected to their faith.

In 2024, St Mary's School introduced a Baptism Preparation Program as part of its ongoing commitment to providing multi-disciplinary opportunities for students to encounter the Sacred and deepen their understanding of the Catholic Faith. Five students participated in the program during Term 2, led by the Religious Education Leader. The preparation sessions guided students in learning the foundational elements of the Sacrament of Baptism, including the meaning and symbols of Baptism, the significance of the baptismal promises, the role of Godparents and the call to live as a disciple of Christ. Through close collaboration with the Parish, students were joyfully welcomed into the Church community through the celebration of the Sacrament of Baptism at St Mary of the Angels Basilica. This initiative not only allowed the students and their families to encounter Christ in a deeply personal way, but also served as a powerful witness for the broader school community. The program exemplified how Catholic identity is lived and celebrated at St Mary's School, offering students a sacred and transformative experience of faith in action.

Through these rich and varied experiences, St Mary's School continued to provide multi-dimensional opportunities to encounter the Sacred, grow in faith and strengthen our Catholic identity in action and spirit.

Value Added

- Integrated Faith Across Curriculum: Embedded the Religious Education Curriculum Framework and Catholic Social Teaching across curriculum and assessment cycles to create authentic, engaging learning experiences.
- Strengthened Liturgical Life: Maintained a strong focus on liturgical participation, with regular Eucharistic and Non-Eucharistic Liturgies and daily prayer across the school.
- Parish Engagement: Fostered stronger ties with St Mary of the Angels Parish through consistent attendance at weekday Parish Masses by each year level.
- Whole School Liturgical Celebrations: Held major liturgical events, including Beginning of Year Mass, Ash Wednesday, Parish Feast Day, Remembrance Day, Advent liturgies.
- Sacramental Program Success: Supported numerous students in celebrating the Sacraments.
- Introduced Baptism Preparation Program: preparing students for Baptism, highlighting Catholic identity in action.
- Guided by RE Scope and Sequence: Used the Year A Religious Education Scope and Sequence to build religious literacy and connect scripture to real-world contexts.
- Parish Priest Engagement: Enriched religious learning through class visits and Basilica tours led by the parish priest and assistant priest.
- Staff Faith Formation: Prioritised staff spiritual development and shared prayer, Mass attendance, and theological reflection.
- Acts of Justice and Charity: Partnered with local and global charities to put faith into action and nurture a heart for service among students and families.

Learning and Teaching

Goals & Intended Outcomes

GOAL:

To develop educator capacity and practice to maximise impact and deep learning.

INTENDED OUTCOME:

Educators collaborate to design learning that is evidence informed, utilises high impact strategies and challenges all.

Achievements

During 2024, the learning and teaching at St Mary's School has been strengthened by a continued commitment to enact the goals of the School Improvement Plan and the Annual Action Plan. The 2024 Annual Action Plan goal was to 'develop educator capacity and practice to maximise impact and deep learning'. This was enacted by addressing the following Key Improvement Strategies:

- Provide opportunities for all staff to increase their understanding of the science of learning instruction through professional development.
- Provide opportunities for all staff to increase their understanding of the Response to Intervention model.

The St Mary's School Learning and Teaching Team continued to work with an evidence-informed learning model that utilises high-impact teaching strategies and challenges all learners. The learning and teaching priorities for 2024 were addressed as follows;

Professional learning and year-level timetables to reflect the Response to Intervention implementation model.

Following the success of combining the Enhancement Educator and Learning Leader roles in 2023 for the Year 3/4 team, this staffing structure was expanded across Foundation–2, 3/4 and 5/6. This strategic move ensured that each year level can effectively implement the Response to Intervention (RTI) model by providing targeted support for all learners.

To further strengthen this approach, teachers participated in focused professional learning sessions led by the deputy principal and learning leaders with RTI expertise to deepen their understanding of data-driven instruction and intervention strategies. Through these sessions, educators explored the key concepts that underpin RTI as an educational model. These

included: the importance of providing high-quality, evidence-based instruction for all students.

RTI is recognised as a scientifically proven strategy to enhance educational outcomes for all learners. Under this framework, tiered instruction becomes more explicit and intensive as students' needs grow. Data-driven decision-making is central to effective tiered instruction, ensuring that highly skilled educators deliver targeted interventions based on ongoing progress monitoring. This continuous assessment process is essential for evaluating the impact of interventions and making necessary adjustments to support student growth.

In addition, year-level timetables were adjusted to include dedicated staffing to support students where needed, allowing for the implementation of tiered instruction—particularly focused on literacy. The Learning Leaders were primarily responsible for delivering Tier 2 and Tier 3 instruction to students of need, while also supporting the effective implementation of high-quality, evidence-based Tier 1 instruction.

Planning documentation and lesson delivery evidence Explicit Direct Instruction and a knowledge-rich curriculum.

To support the school's implementation of a consistent, low-variance teaching model for all students, the school's Learning Leaders reviewed planning documentation across curriculum areas. The priority was to ensure that all planning met the criteria for explicitly taught lessons. This enabled students in every class to receive the same level of high-quality instruction; ie low variance. The structure of each lesson planned was also highlighted, ensuring use of a model that gradually releases responsibility from the teacher to the novice learner (the student) once they have gained the appropriate skills and knowledge required to work independently.

The Learning and Teaching Leaders continued to review the two-year knowledge-building curriculum documentation, ensuring the following high-quality explicit teaching resources were utilised;

- Core Knowledge Language Arts Curriculum units of work to complement the knowledge building focus.
- Initial Lit Readers - The Parents and Friends Association generously purchased many sets of decodable texts for students from Foundation to Year 2.
- OCHRE text-based units and Read2Learn knowledge building and text-based units- focusing on building upon existing background knowledge, vocabulary development, language structures such as semantics and syntax literacy knowledge and genre writing.
- The Grammar and Syntax Project, to further enhance the development of semantics, syntax and literacy knowledge in both reading and writing.

Re-establish the school's approach to the learning and teaching of Italian, inducting new staff and revisiting the school's program to continuing staff.

2024 saw the appointment of a Language Assistant to support the facilitation of Italian lessons across the school and provide further specialised knowledge of the language and culture.

In Semester 2, Catholic Education launched TCL (Teachers as Co-Learners), a platform containing explicit language lessons for Foundation to Year 6. St Mary's School was fortunate to have Chloe Briand from MACS attend on-site to facilitate an introductory lesson for all staff, outlining the program and resources. The units follow a logical scope and sequence, providing guidance to move students from conceptual understanding to competency through a gradual release of responsibility. The audio files and practical activities support students' Italian language development and conversation skills. The introduction of TCL across the school has further enhanced the school's effort to implement a low variance curriculum, ensuring all students have access to the same high-quality instruction.

Introduce and embed explicit routines (Cue to Start, Morning Routine, Transition Routine, Voices) in all classrooms.

Building upon the work of previous years, where the focus was on explicit instruction to support academic achievement, a focus was introduced to support explicit behaviour routines and expectations across the school. In conjunction with established engagement norms and our School Wide Positive Behaviour Support, this further strengthened engagement and expected behaviours school-wide. Using the work of Tim McDonald and Knowledge Society, Classroom Mastery provided the professional knowledge required to launch this concept at St Mary's School. Classroom Mastery is informed by strong evidence bases in the science of learning, humanistic psychology and cognitive science and is a whole-school approach that builds momentum for improved behaviour across the school to set expected behaviors that are consistent and aligned across all learning spaces. To ensure this consistency across the school, detailed scripts were constructed, after which, learning teams worked collaboratively to make specific edits to reflect the needs of the area. A school-wide focus was then put in place, ensuring ample time to explicitly teach and practice these routines with all students, in all classes. After initial implementation, teaching and regular revision, learning spaces proved to be calm, safe and productive, further supporting students' wellbeing and learning outcomes.

Professional Learning in the area of Mathematics instruction for the Foundation - Year 2 team

In 2024, the Melbourne Archdiocese of Catholic Schools (MACS) released a system-wide approach to highly effective teaching and learning. Titled a "Vision for Instruction", this model is based on the robust evidence base of how students learn best. The model was presented to all schools as a preferred model for teaching and learning and one that ensures equity and excellence for all students. It was affirming to acknowledge that much of the required implementation of this learning model has been active at St Mary's School since 2022 and

the school continues to be in a system of maintaining high-quality teaching and learning practices.

As a means of support for implementing this model, MACS committed to providing all schools with the training and resources they needed. St Mary's School F-2 teachers were given the opportunity to take part in a series of professional development sessions for Teaching with Impact in Mathematics, led by Teach Well. These sessions were based on research related to effective teaching and learning and aligned with the school's focus of ensuring teachers were using high-impact instructional teaching strategies. Therefore, all teachers from Foundation to Year 2 and the F-2 Learning Leader participated in this professional learning opportunity.

Participation in these professional development sessions required the teachers from Foundation to Year 2 to deepen their understanding of evidence-based practice, see instructional strategies in action and dig into high-quality examples and modelling. It also provided teachers with the opportunity to reflect upon their current practice, video their teaching and receive coaching feedback in order to improve their practice. All teachers involved in these sessions embarked upon their learning with a commitment to improve their teaching in the curriculum area of Mathematics and were proactive with all coaching feedback they received.

St Mary's School has continued to be a beacon for other schools in their journey to bring evidence-based teaching and learning to their students. Due to this, St Mary's School hosted tours for teachers from many schools during 2024. In Term 4, Little Learners Love Literacy requested St Mary's School to host a 'Taster Event', showcasing the use of the Little Learners program. During this event teachers from both government and Catholic schools watched the explicit teaching of phonemic awareness and phonics by teachers in Foundation and Year 1/2. St Mary's School staff have enormous pride in the school-wide consistent evidence-driven approach to teaching and learning and are committed to engage in continuous professional development to improve their practice.

Student Learning Outcomes

In 2024, Year 3 and Year 5 St Mary's School students participated in NAPLAN data collection. Students in Year 5 completed all assessments online; this also applied to Year 3 students, with the exception of writing. Year 3 students performed above national averages in the domains of Spelling, Grammar, and Numeracy. Students of this cohort then performed 'well above' national averages in both reading and writing domains. Year 5 students at St Mary's performed above the national average in every domain. These students' positive results were highlighted by the Geelong Advertiser during 2024, where our Year 5 NAPLAN data average placed us the third highest performing school and the highest performing Catholic school in the Geelong region.

The 2024 NAPLAN results for St Mary's School show notable improvements across most domains when compared to the 2023 results, indicating a positive trend in student performance and instructional effectiveness.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	454	81%
	Year 5	508	77%
Numeracy	Year 3	423	78%
	Year 5	514	74%
Reading	Year 3	465	92%
	Year 5	516	79%
Spelling	Year 3	442	89%
	Year 5	527	94%
Writing	Year 3	451	100%
	Year 5	512	94%

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

Student Wellbeing

Goals & Intended Outcomes

GOAL:

To empower families as partners of learning.

To seek, develop and sustain authentic community partnerships.

INTENDED OUTCOMES:

Modes of engagement are responsive to parent feedback.

Achievements

At St Mary's School, the wellbeing of all students, staff, and families remained a core priority in 2024. Our commitment to fostering a safe, inclusive, and supportive environment continued to guide daily decisions and strategic planning.

There was a strong emphasis on engaging families as partners in learning and wellbeing. We enhanced communication and collaboration with families through a range of initiatives, including information sessions, regular updates, and opportunities for direct involvement in school life. This family partnership approach has strengthened relationships and ensured a shared responsibility in supporting student learning, growth and wellbeing.

As part of our continued focus on safety, all staff participated in ongoing professional learning related to the Victorian Child Safe Standards. In addition, all staff took part in a professional development session with Kate Meadows from Be More Mindful, focusing on the importance of mental health and wellbeing for the entire school community. This session offered practical strategies and reinforced the importance of supporting mental health for students, staff, and families alike.

The Resilience Project also hosted an online parent information session this year, focusing on the importance of understanding how students use and connect with devices, and how this impacts their emotional wellbeing and learning.

The school's wellbeing initiatives were further strengthened by our ongoing partnership with Strength Psychology, continuing the implementation of the provisional psychologist in schools' program. A highlight this year was the delivery of information sessions, accompanied by professional learning for staff on the importance of understanding the Zones of Regulation as a tool to support children's emotional awareness, regulation, and wellbeing.

St Mary's School remains an active participant in the Mental Health in Primary Schools (MHiPS) program, which supports the role of our Mental Health in Schools leader and Wellbeing Leader. This role continues to be instrumental in responding to student needs and building strong, supportive links between school and home.

Student wellbeing remained a key focus in staff meetings and was supported by regular professional development each term. In 2024, we further embedded The Resilience Project across all year levels, delivering lessons centred on Gratitude, Empathy, and Mindfulness (GEM). This was complemented by ongoing commitments to the Resilience, Rights and Respectful Relationships (RRRR) curriculum, circle time, meditation, mindfulness, restorative practices, regulation support, and Social and Emotional Learning (SEL) through SWPB (School-Wide Positive Behaviour) focus areas.

2024 MACSSIS data indicated that students continue to feel safe, respected, and connected at school. Families reported that St Mary's fosters a culture of justice, equity, respect, and inclusion, and felt meaningfully engaged in the school community.

Playground practices were reviewed again this year, with a refined playground timetable implemented to ensure safe and equitable use of space. Student voice remained central in this process, with staff explicitly teaching play expectations across all areas.

Student leadership continued to thrive in 2024, with Year 6 students taking on roles in social justice, environment, wellbeing and sports, and school improvement projects. Opportunities such as the Head Rangers meetings, mobile library, choir, Italian club and sporting competitions, and the popular 'Principal For A Day' initiative have further supported student engagement and ownership of school culture. Families have been invited to celebrate and support these initiatives, building stronger connections and community pride.

In summary, 2024 has seen continued growth in our commitment to wellbeing, with strong family partnerships, dedicated staff, and student voice contributing to a positive, inclusive and supportive school environment.

Value Added

St Mary's School has worked collaboratively to enhance student wellbeing and meet the diverse learning and social-emotional needs of all students through:

- Ongoing implementation of a Provisional Psychologist (3 days a fortnight) in partnership with Strength Psychology, and a trained Mental Health and Wellbeing Leader as part of the Mental Health in Primary Schools (MHiPS) initiative.
- Professional learning focused on mental health and wellbeing, equipping staff with strategies to support their own mental health as well as that of students and families.

- Whole-school introduction and integration of The Resilience Project, embedding Gratitude, Empathy and Mindfulness (GEM) strategies across all year levels to support student mental health.
- Explicit and regular teaching of the Resilience, Rights and Respectful Relationships (RRRR) Curriculum, supporting consistent social-emotional learning and behaviour expectations.
- A strong school-wide emphasis on safe, respectful and responsible behaviour, underpinned by clear, consistent expectations and restorative behaviour management processes.
- Strategic use of calming and regulation spaces, including access to reflective meditation and teacher referral systems to support students requiring time and space to self-regulate.
- Implementation of explicit teaching of playground expectations, including examples/ non-examples and a structured playground timetable to maintain safety and equity in shared spaces.
- Development and use of Behaviour Support and Social-Emotional Learning Plans for individual students, with targeted teaching of regulation, social, and coping skills.
- Use of individual Safety Plans to manage triggers and support students through all phases of emotional escalation, helping reduce unsafe incidents.
- Regular Program Support Group (PSG) meetings and ongoing communication with families to ensure consistent support for students with social-emotional and learning needs.
- A range of leadership opportunities for middle and senior students, including student-led initiatives and the popular Principal For A Day initiative.
- Individualised wellbeing and learning support for students and families, fostering a sense of care, partnership, and inclusion.
- Ongoing efforts to maintain a safe, welcoming, and inclusive school culture, reflected in positive student and family MACSSIS feedback and whole-school wellbeing practices.

Student Satisfaction

2024 MACSSIS data indicated that students feel safe, valued and supported at St Mary's School and overall results across all domains were pleasing, scoring a higher average than MACS in three domains and very close to the MACS average in the other seven domains.

In the Rigorous Expectations Domain, St Mary's School scored 78% compared to MACS 77%. Students feel that teachers have rigorous and high expectations of them and encourage students to do and achieve their best.

In the School Engagement Domain, St Mary's School scored 49% compared to MACS 51%. Students indicated that they are excited about going to their class and that they were focused on activities and interested in their classes.

In the School Climate Domain, St Mary's School scored 56% compared to MACS 59%. Behaviour expectations at St Mary's School were again high and there was energy around learning from both teachers and students.

In the Teacher / Student Relationships Domain, St Mary's School scored 67% compared to MACS 71%. This indicated that students feel cared for, respected by their teachers and would like to have their teachers again if the opportunity was offered.

In the School Belonging Domain, St Mary's School scored 68% compared to MACS 69%. Students value their learning community and feel they are valued members. Students indicated that they feel they belong and are included at St Mary's School.

In the Learning Disposition Domain, St Mary's School scored 70% compared to MACS 73%. Students identify themselves as learners. Students reported that they try hard at school and that they like to do well. Learning tasks and activities were created with the students at the forefront. Teachers check in regularly with students to ensure positive wellbeing and offer timely feedback on work submitted.

In the Student Safety Domain, St Mary's School scored 60% compared to MACS 57%. Students consider themselves safe both physically and psychologically. Students communicated that they were well cared for by their teachers.

In the Enabling Safety Domain, St Mary's School scored 62% compared to MACS 57%. Overall the students believe they have access to quality staff support in order to feel connected, safe and respected while at school.

In the Student Voice Domain, St Mary's School scored 49% compared to MACS 56%. The nature of the learning at St Mary's School limits the student voice in designing curriculum. However students feel they have opportunities to have an impact on St Mary's School, particularly through leadership opportunities.

In the Catholic Identity Domain, St Mary's School scored 58% compared to MACS 65%. Students believe St Mary's School is a school of faith, where Catholic Identity is valued. Overall, the 2024 Student MACSSIS data was pleasing and is a reflection of the opportunities provided by St Mary's School and the gratitude expressed by students.

Student Attendance

St Mary's School ensures all duty of care expectations are met to support student safety. 'Going to school every day is the single most important part of your child's education' - Every Day Counts, Victorian State Government. Regular student attendance is vital as it affects their school work (academic growth and progress) and social adjustment (attitudes to school).

Therefore, at St Mary's School, regular student attendance is expected and encouraged. Parents have a legal responsibility to ensure that their children attend school regularly.

School attendance rolls are legal documents and are marked twice daily: 8:55am (morning period) and 1:35pm (afternoon period). Students arriving at school after 8:50am must be signed in by a parent/guardian using the school's VPASS system, located at the front office.

In the event where a child is absent for any reason, the school's student absence procedure must be followed. Families are required to send a written correspondence to: absence@smgeelong.catholic.edu.au as well as their child's classroom educator prior to 8:50am on the day of absence. When correspondence from families is not received, the student absence will be considered to be 'unexplained'. All unexplained student absences are followed up with an SMS, alerting families to the fact that their child is absent without notification and a reason.

The Principal follows up extended periods of absence with a phone call. Families planning a holiday during school term time must provide formal correspondence to the Principal and classroom educator prior to the child's absence. Please note: educators do not prepare and assign work for students during this time of holiday absence.

Average Student Attendance Rate by Year Level	
Y01	87.2
Y02	92.1
Y03	90.1
Y04	90.5
Y05	90.1
Y06	87.3
Overall average attendance	89.6

Leadership

Goals & Intended Outcomes

GOAL:

To develop a culture of collaborative professionalism, characterised by a shared intent, evidence informed practice and critical reflection

INTENDED OUTCOMES:

All stakeholders enact a shared vision for faith, wellbeing and learning.

Educators will engage in ongoing cycles of learning that involve goal setting and feedback

Achievements

St Mary's School continues to be a Catholic primary school that works diligently to create a safe and welcoming Catholic community for all, where student learning, inclusion and wellbeing is prioritised and everyone is respected and valued.

Throughout 2024, the Leadership Team diligently oversaw and executed the school's Annual Action Plan, utilising strategies to meet our goals and intended outcomes in all five spheres. Under the guidance of the Leadership Team, all policies, procedures and documentation were meticulously updated and aligned with VRQA standards, ensuring compliance.

The religious dimension of student experience is framed by the rituals of the Sacraments, iconography, symbols and practices and Masses. Students engage with social justice initiatives. Detailed planning, staff professional learning and accreditation strengthen the curriculum and the Catholic ethos in action at St Mary's School.

A commitment to research and evidence-based decisions continued to inform the school and is evident across all spheres of school improvement. The school culture, inspired by a shared vision, is shaped by explicit instruction. A climate of purpose and engagement scaffolds student life and reflects staff commitment and intent.

High expectations and explicit instruction familiar to all students at every level aim to move students from guided practice to mastery. The National Assessment Program – Literacy and Numeracy (NAPLAN) data is among comprehensive information that shapes priorities including personalised programs, interventions and whole level strategies. Student data indicates that learning growth has been achieved in core learning areas.

Leadership and staff share a commitment to nurturing the wellbeing of each student and enabling all to flourish. A whole school approach to supporting social and emotional learning is in place. As well as explicit Social and Emotional Learning (SEL) lessons weekly, strategies implemented include daily meditation and mindfulness, circle time and brain breaks. Effective programs, active oversight and evaluation, alignment of wellbeing with learning and supportive roles demonstrate the centrality of student wellbeing at St Mary's School. While students are confident they are heard, supported and influential as school leaders.

Leadership is focussed, observant and active, modelling expectations and practices in place throughout the school. There has been an effective restructure with Learning Leaders introduced this year. There is a strong sense of a team that is collegial and with a shared focus and intent.

St. Mary's School continues to thrive as a respected and valued learning community, built on strong relationships grounded in trust, open communication and collaborative decision-making. These foundations have nurtured a positive and inclusive school culture, where students, families and staff are united by a shared vision of faith, wellbeing and lifelong learning.

In 2024, we celebrated significant milestones. Improved teacher expertise led to measurable gains in student learning and progress, a reflection of our ongoing commitment to an explicit school improvement agenda. This agenda has strengthened our dynamic Catholic learning environment, enriched by genuine engagement and support from all members of our school community.

Through continuous review of policies, strategies and teaching practices, we remain focused on enhancing student outcomes. Explicit teaching and differentiated learning are now deeply embedded across the school, supported by collaborative planning, data-driven decision-making and a whole-school approach to student growth.

Our heartfelt thanks go to our dedicated teachers and staff, whose passion and perseverance have driven much of this success. Their commitment is echoed by the energy and involvement of our students and families, whose active participation has helped bring our shared goals to life.

Progress in leadership and management is clearly reflected in the enthusiasm, motivation and collaboration seen across St. Mary's School. Together, we continue to build a school where everyone belongs, thrives and contributes to a shared future.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024
<p>Some professional learning that St Mary's School staff participated in in 2024 included;</p> <p>GCPPN- Geelong Catholic Primary Principals' Network</p> <p>GCDPN - Geelong Catholic Deputy Principals' Network</p> <p>MACS - Western Region Primary Religious Education Leaders' Network</p> <p>MACS - Primary Learning Diversity Leaders Connect</p> <p>MACS - Aboriginal and Torres Strait Islander Online Funding Application</p> <p>MACS - Student Wellbeing Leaders' Network Days</p> <p>MACS - Geelong NCCD Network Meetings</p> <p>MACS - Western Region Admin Meetings</p> <p>MACS - Principal Forums</p> <p>MACS - Flourishing Learners Principal and Teacher Reference Group</p> <p>MACS - Western Region Flourishing Learners Network</p> <p>MACS - Teaching With Impact in Mathematics</p> <p>MACS - Living Traditions, Unfolding Futures (Scotland and Rome Immersion)</p> <p>DET - Respectful Relationships in Catholic School Communities</p> <p>DET - NAPLAN Training</p> <p>School Based - Emergency Management Systems</p> <p>School Based - Faith Formation</p> <p>School Based - Weekly Professional Learning Team Meetings (Religious Education, Literacy, Maths, Student Wellbeing)</p> <p>School Based - Little Learners Love Literacy</p> <p>Tome Bennet - Running the Room</p> <p>Teaching Matters - Science of Learning Conference</p>

Expenditure And Teacher Participation in Professional Learning	
Learning Diversity Australia - Science of Reading	
Learning Diversity Australia - Webinars	
Science of Learning - Various providers	
La Trobe University - Science of Language and Reading Lab	
Mental Health in Primary Schools Community of Practice	
Resilience Project	
First Aid - Level II Training	
First Aid - CPR Training	
First Aid - Asthma Training	
Number of teachers who participated in PL in 2024	25
Average expenditure per teacher for PL	\$2000.00

Teacher Satisfaction

Our 2024 School reviewer noted that St Mary's School staff regard school leadership as a significant element in the quality of education provided. The Melbourne Archdiocese Catholic Schools Improvement Survey (MACSSIS) staff data indicates the strength of staff-leadership relationships, significantly above the average in Melbourne Archdiocese Catholic Schools (MACS) schools. Further to this, staff input during the review supports a shared commitment to continuous improvement, informed by encouragement and appreciation of contributions from all staff as included and influential. Inclusiveness and communication were referenced as part of the climate developed and supportive for all staff.

Annual Review Meetings and regular check ins were conducted and staff were appraised and thanked for their contributions. It was pleasing that leadership also received thanks and positive affirmation from staff in all areas. The school climate was once again safe, inclusive, cohesive and positive. The staff continue to be supportive of one another and use a team approach. A strong collegial culture was maintained and teacher satisfaction and morale again remained high.

The 2024 St Mary's School staff often expressed their gratitude to be able to work in a well regarded school, where the contributions of all were valued and appreciated. MACSSIS staff survey results in the School Leadership Domain were above the MACS Average in all

fourteen areas. All staff appreciate St Mary's School as a safe workplace with clear goals, excellent communication and a positive tone and culture.

In the Student Safety Domain, St Mary's School scored 88% compared to MACS 67%. Staff believe that all students are safe and well cared for. They acknowledge that student safety and wellbeing are a priority at St Mary's School and everyone's responsibility.

In the School Climate Domain, St Mary's School scored 96% compared to MACS 73%. This data indicates that staff are enthusiastic and positive about the work they undertake. They feel supported in their roles and enjoy positive, professional relationships in a positive working environment.

In the Staff-Leadership Relationships Domain, St Mary's School scored 98% compared to MACS 81%. In each of the ten categories relating to Staff-Leadership Relationships, a score of 88% or above was achieved. This indicates that all staff consider leadership, trustworthy, friendly, approachable, supportive, fair, respectful and understanding. They acknowledge that leadership always work in the best interests of the school and create professional relationships and a working environment which meets the needs of all staff.

In the Instructional Leadership Domain, St Mary's School scored 76% compared to MACS 57%. This data indicates that leadership are knowledgeable about best learning and teaching practices and communicate a vision for learning and teaching at St Mary's School. Leadership are instructional leaders who listen to staff and assist them to address instructional issues in their classrooms.

In the Feedback Domain, St Mary's School scored 52% compared to MACS 41%. The implementation of a feedback strategy in 2022 and continued in 2023, in which all staff engage in a termly check in, where many aspects of their work and performance is discussed and feedback given has ensured that staff feel heard and timely feedback is given.

In the School Leadership Domain, St Mary's School scored 88% compared to MACS 59%. This is a result of the ongoing positive and productive school culture that has been created and maintained at St Mary's School.

In the Staff Safety Domain, St Mary's School scored 80% compared to MACS 68%. This indicates that staff feel that their workload is manageable, they are successful in their role and occupational health and safety concerns are managed thoroughly and in a timely manner.

In the Psychological Safety Domain, St Mary's School scored 77% compared to MACS 65%. This data reinforces the staff perception that they are safe to speak up about what is on their mind, make and learn from their mistakes and experiment with new approaches with support from leadership.

In the Professional Learning Domain, St Mary's School scored 85% compared to MACS 63%. Professional learning is a priority and staff were very satisfied with the professional learning opportunities afforded to them. A financial commitment to this endeavour, again saw all staff undertake extensive professional learning. A commitment to professional learning ensured that skill levels were of a standard to facilitate improvements in student learning.

In the Collaboration Around an Improvement Strategy Domain, St Mary's School scored 94% compared to MACS 67%. All staff at St Mary's School are aware of our school's improvement plan and annual action plan. All aspects are clear and achievable. Our school's resources, processes and procedures are all aligned with our improvement plan and programs and initiatives are implemented to achieve our goals.

In the Collaboration in Teams Domain, St Mary's School scored 95% compared to MACS 70%. Staff value the opportunity to work in a supportive team, accessing data to assist in planning for learning. Professional dialogue is encouraged and student assessment is used as a springboard for discussions about teaching.

In the Support for Teams Domain, St Mary's School again scored 99% compared to MACS 68%. Leadership protects each team's meeting times and it is supportive of decisions made at a team level. This contributes to each team's efficacy and productivity.

In the Collective Efficacy Teams Domain, St Mary's School scored 98% compared to MACS 75%. Teachers are confident that they can motivate their students and progress their learning.

In the Catholic Identity Domain, St Mary's School scored 77% compared to MACS 76%. Catholic identity and faith celebrations were valued by students, staff and families who acknowledged that staff give witness to Gospel Values in their interactions with and care for, each other, the students and families. Overall, staff believe that St Mary's School is a school of faith, where Catholic Identity is valued.

Teacher Qualifications	
Doctorate	0
Masters	4
Graduate	3
Graduate Certificate	2
Bachelor Degree	13
Advanced Diploma	5
No Qualifications Listed	5

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	23
Teaching Staff (FTE)	20.5
Non-Teaching Staff (Headcount)	13
Non-Teaching Staff (FTE)	8.97
Indigenous Teaching Staff (Headcount)	0



Community Engagement

Goals & Intended Outcomes

GOAL:

To empower families as partners of learning.

To seek, develop and sustain authentic community partnerships.

INTENDED OUTCOME:

Modes of engagement are responsive to parent feedback.

Achievements

St Mary's School continues to be a welcoming learning community, dedicated to engaging families as active partners in their children's education. The school's leadership team thoughtfully plans and delivers opportunities for families to connect and collaborate with the school community. The diverse nature of the school community is actively celebrated and highlighted through the consistent implementation of inclusive practices, ensuring that everyone is able to participate fully. This commitment is further evident in the way members of the community speak about and represent the school and its values.

The school is firmly dedicated to fostering positive and respectful relationships, a commitment that is reflected in both its policies and daily practices. Each term, the school prioritises a variety of events designed to strengthen connections between families, staff and the broader school community. These events are actively promoted through the school's various communication platforms.

Highlights from the beginning of the year included a 'meet and greet' on the first day of school where families meet the 2024 staff, the whole school welcome picnic, Foundation morning tea and the Foundation parents' evening. As the year progressed, the focus on celebrating families continued, with standout events such as the annual mother's day and father's day liturgies and breakfasts. On these special occasions, staff members actively participated in celebrating and preparing food, honouring the vital role families play in each child's educational journey.

Families also enjoyed opportunities to share fun and memorable moments with students at events like the popular colour run and picnic. Families were warmly invited to attend other school activities such as the cross country, athletics day, swimming program, liturgical experiences and various sporting events held throughout the year.

Open Afternoons at the end of each term were also very popular, with the majority of families taking the opportunity to visit their child/ren's, classroom to see and hear about the great learning that had taken place.

A major highlight of 2024 was the school-hosted art show, an event that celebrated the creativity and talents of our students. Expertly coordinated by art teacher Mrs. Liza Rosati, the art show committee and classroom teachers, the event transformed student work into an interactive gallery experience. The exhibition was open to the entire school community, including extended families and attracted an impressive turnout—with ticket sales in high demand and over 80% of the school community in attendance.

St. Mary's School is a school of faith, with Catholic identity at its core. The school fosters strong relationships with the parish, working in partnership with families through Sacramental programs to uphold and share Catholic traditions. The school encourages all members of the community to live out the Catholic mission through their words, deeds and actions. With a strong commitment to service and social justice, St. Mary's School brings together faith, life and culture. Class Masses, liturgies and the parish pantry involvement provide valuable opportunities for meaningful engagement with our families.

Again in 2024, St Mary's School continued to be a valued member of the Geelong and wider community, maintaining many strong and supportive partnerships. The school partnered with local businesses whereby they provide sponsorship and or donated items and in return the school provides advertising or acknowledgement in the school fence signage, social media or the school newsletter. In 2024, the school continued to engage with East Fruit Market, who in conjunction with them provided the students each term with fresh fruit on a chosen Friday. The school also engaged with community events such as the Richard Marles' leadership award, national simultaneous reading day, walk/ride to school, NAIDOC week and bullying - no way special days to name a few. Being a Catholic School, St Mary's School partners with local charities through special events, especially for the St Mary's Parish Pantry and the Bayleaf Community Kitchen. St Mary's School is proud to be in partnership with many organisations and is considered an important and valued member of the Geelong and wider community.

In 2024, families stayed well-informed about school happenings through regular updates shared via the newsletter, social media and Operoo. St. Mary's School once again enjoyed strong involvement from its Parents and Friends' Association, which successfully balanced community-building events with fundraising initiatives, always welcoming new members. Families are encouraged to get involved by helping out at events such as the Bunnings' BBQ and joining in the fun at the always-popular Parent and Friends' trivia night.

The School Advisory Council continued to play an active role in supporting the school, holding meetings each term. Summaries of these meetings were made available on the

school's website and highlighted in the newsletters, ensuring all families remained informed about the guidance provided to the leadership team.

The Family Handbook remains a valuable resource outlining all school procedures and processes and it is reviewed and published each year. In 2024, families received a copy of the absence QR code to make it easier to notify the school when their child would be away. This key information is especially highlighted for new families and is accessible across multiple platforms for convenience.

St. Mary's School deeply values its partnership with families, recognising them as co-educators in their child's learning journey. Family voices are acknowledged and respected, especially when it comes to matters involving their own child. Parents stay connected to their child's progress by participating in parent-teacher conversations held at least twice a year, with additional meetings available for students with learning plans or additional needs. Beyond these scheduled discussions, families are encouraged to communicate with staff via email at any time during the year. There are also scheduled opportunities for parents to visit classrooms, observe learning in action or celebrate student achievements. For those unable to attend in person, options such as Zoom meetings, published term overviews and regular updates through each student's SeeSaw Journal ensure families remain actively involved. Social media posts also highlight the learning of our students and include special events, especially if some families are unable to attend. Families are invited and encouraged to attend fortnightly advertised school assemblies which showcase the learning focus in different year levels throughout each term.

Each year, parents and carers are encouraged to participate in school surveys, providing valuable feedback that helps guide decisions in the best interests of students and their families. In 2024, as part of the MACS School Review process, a group of families was invited to meet with the reviewer to share insights on the school's strengths and explore opportunities for continued growth in supporting the community.

In the School Review Report, the reviewer highlighted the school's strong culture of welcome, belonging and support for families, noting that this atmosphere fosters meaningful communication and engagement. During the focus group discussion, parents expressed their appreciation for being consulted about their children and acknowledged the support provided to address both learning and wellbeing needs. They also spoke highly of the teachers, describing them as deeply committed to nurturing students' confidence and helping them grow and thrive.

The School Reviewer commended St. Mary's for achieving MACSSIS data in this area that is significantly above the MACS average. Parent discussions echoed this success, reflecting strong engagement with and appreciation for their children's learning experiences. The reviewer endorsed the school's commitment to reviewing and enhancing existing initiatives, building on the positive relationships evident among students and families. They also supported the school's plans to explore new ways to strengthen family involvement within the

St. Mary's School community and to foster broader partnerships that support student learning, engagement and development.

Parent Satisfaction

Our 2024 School reviewer noted that St Mary's School parents regard school leadership as a significant element in the quality of education provided for their children. St Mary's School is highly regarded by parents and the wider community for its welcome, conscious building of relationships and development of knowledge of students and their families. Communication is a strength and appreciated by families. St Mary's School overall Family MACSSIS average data is above the MACS average and parent discussion with the 2024 School Reviewer reflected engagement with and appreciation of their children's learning experiences.

The 2024 St Mary's School families often expressed their gratitude to be part of a well organised, inclusive and successful school, where the contributions of all were valued and appreciated. The Melbourne Archdiocese Catholic Schools Improvement Survey (MACSSIS) family data results indicate that families perceive that the school is a 'good fit' for their child and has an overall positive climate and culture. Families are satisfied that St Mary's School is committed to ensuring students are safe, empowered and can contribute to a range of issues that affect them and their world.

The 2024 Family MACSSIS survey results were above the MACS average in five of the seven areas.

In the Family Engagement Domain, St Mary's School scored 46% compared to MACS 48%. This indicated that families value communication with their children's teachers, like to be involved at the school and are likely to recommend St Mary's School to prospective families.

In the Barriers to Engagement Domain, St Mary's School scored 70% compared to MACS 64%. The main barriers identified by families to engaging at St Mary's School included; child care needs, transportation and personal schedules.

In the School Fit Domain, St Mary's School scored 86% compared to MACS 76%. This indicates that families believe that their children belong, receive assistance and have their learning needs met. Families also believe the experiences offered by St Mary's School match their children's needs and they are prepared well for the next school year.

In the School Climate Domain, St Mary's School scored 87% compared to MACS 84%. Families identify that their children enjoy coming to St Mary's School, are motivated by lessons, respect staff and that the reporting system communicates efficiently, the growth and progress of their children. It also indicates that families view the leaders, teachers and staff as approachable and they feel welcome at the school.

In the Student Safety Domain, St Mary's School scored 82% compared to MACS 70%. Families view St Mary's School as a safe place for their children where respect is demonstrated between all community members. Families acknowledge that student physical and psychological safety is a priority while at school.

In the Communication Domain, St Mary's School scored 78% compared to MACS 73%. This reflects the value placed on feedback and support for families. Families understand and appreciate the school's processes and procedures. Families acknowledge that they are well informed, communication is transparent and provided in a timely manner.

In the Catholic Identity Domain, St Mary's School scored 63% compared to MACS 66%. This is an area that St Mary's School is working diligently to improve. While participation in overall Catholic celebrations was low, those who attended appreciated the opportunity. Families acknowledged that Gospel Values are emphasised in the interactions with and care for, each other. Families believe St Mary's School is a school of faith, where Catholic Identity is valued.

The overall perception of families is that all students are safe, well cared for and are meeting their learning goals at St Mary's School. They acknowledge that student safety, learning and wellbeing are a priority at St Mary's School and is everyone's responsibility.



Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.smgeelong.catholic.edu.au

