



Melbourne Archdiocese  
**Catholic Schools**

# 2024

## Annual Report to the School Community



### St Mary's School

210 Grimshaw Street, GREENSBOROUGH 3088

Principal: Marisa Matthys

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

Registration: 1539, E Number: E1186

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## Principal's Attestation

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I, Marisa Matthys, 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 19 Apr 2025

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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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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

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## Vision and Mission

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**Vision:**

St Mary's is a dynamic Catholic community of empowered learners, engaging justly in the world.

**Mission:**

With Christ as our central focus and model, and believing in the uniqueness and dignity of each person created in the image of God, St Mary's Parish School mission is to:

- Engage with faith and Catholic traditions, relating them to contemporary culture and life whilst nurturing a distinctive Christian spirituality.
- Promote respect and justice, creating a climate where all feel welcomed, secure and valued.
- Provide excellence in education that is rich in content and meets individual needs.
- Create a learning environment that encourages personal growth and a love of learning.
- Empower our students to meet the demands of an ever-changing world while fostering a hope for the future.
- As citizens of Australia, prepare our students to participate fully in our contemporary society and to uphold the Australian Constitution.
- Work in partnership with parents and caregivers who are the prime educators of their children.

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## School Overview

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### School Overview

St. Mary's Parish Primary School was officially opened in 1955. It is a Catholic Parish Primary School situated in the northern eastern suburbs of Melbourne. At the commencement of 2024 the projected enrolment was 516 students. There are 21 straight class groupings with three streams at each level from Prep to Year 6.

Our enrolments have remained fairly consistent. The total number of families in 2024 was 349 with the gender balance being 246 girls and 270 boys. 32 siblings entered Prep in 2024 and 41 new students. The total number of Preps in 2024 was 73, with a gender balance of 31 females and 42 males. In 2024, we had 21 classes, three classes in each year level, with an average class size of 25. In 2024, 206 students were listed on the Nationally Consistent Collection of Data (NCCD) as requiring adjustments to meet their learning needs. That is 39.7% of our student population.

Our Vision Statement recognises that we are a dynamic catholic, learning community called to engage justly in the world. We maintain a warm, welcoming community spirit with a high level of parental involvement and connection with our Parish Community. Through a distinctively Catholic lens, St Mary's commits to a culture that promotes learning for all, clear communication, student empowerment and consistent and effective pedagogical practices across all spheres.

We believe in educating the whole child thus our specialist classes include; Physical Education, Visual Arts, Performing Arts and Science & Digital Technology In 2024, we have 30 families receiving the Camps, Sports, Excursion Funding CSEF and the Concessional Fee Policy was claimed by 30 families. (total of 41 children) supported financially to have their child/ren educated at St Mary's. Our mission is that no student will be excluded from Catholic Education for financial reasons.

Our school theme for 2024 was "Soar with the Spirit". As we focused on this calling throughout each Term, we explored the following four Christian actions - Fellowship, Humility, Joy and Service. These Christian actions provided us with the motivation to be alive with the Spirit

*"But those who hope in the Lord will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint." Isaiah 40:31*

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## Principal's Report

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It gives me great pleasure to provide this report to the School Community. At the commencement of 2024 there were 516 students enrolled with 349 families.

St Mary's continued to embed the strategic plan. 2024 had progressed to Year 4 in our School Improvement Cycle. Our external Review took place in September.

The Strategic Intent was; Through a distinctively Catholic lens, St Mary's commits to a culture that promotes learning for all clear communication, student empowerment and consistent and effective pedagogical practices throughout all spheres.

The St Mary's School Improvement Plan 2021 to 2024

Priority 1 - A Culture that Promotes Learning for All

Goal: To build a culture of learning that is characterised by a shared vision with a strong sense of teamwork, collaborative practices and a focus on feedback for continuous improvement.

Priority 2 - Student Empowerment

Goal: To embed practices that provide students with authentic empowerment over their learning and wellbeing through agency, voice and leadership.

Priority 3 - Consistent and Effective Pedagogical Practices across all spheres

Goal: To maximise learning for all through high quality, explicit, consistent teaching and shared practice which is supported by evidence, feedback and research.

For the last four years, St Mary's has been actively involved in 'The School Improvement Learning Collaborative'(SILC) initially with Dr Lyn Sharratt and more recently with Dr Simon Breakspear as our knowledgeable others. Throughout 2024, we continued with the Learning Collaborative. Our major focus was the MACS Vision for Instruction.

During 2024, we continued to delve deeply into the cognitive sciences research and the implications for change of practice to ensure improvement for all. Using our school data, we strategically identified the need to improve academic and behavioural growth and refined our Collaborative Inquiry Question to;

*By the end of 2024, how can the combining of consistent high quality Tier 1 (academic and behavioral) pedagogical practice and the explicit teaching of positive behaviour ensure high academic achievement and improve safety and engagement as measured by growth data, data walls, SWIS and frequency data tools?*

Our lens was really honing the alignment of behaviour and academics and ensuring both were understood as a curriculum that teachers need to explicitly teach.

*By the end of 2024, how can the implementation of a professional learning feedback loop*

*and transferable feedback framework improve team functioning and instructional practice, school routines and engagement as measured through feedback/trust inventory, MACSISS survey, growth data and frequency/engagement data tools?*

St Mary's School Greensborough is a welcoming, inclusive community that prides itself on authentic relationships. It has focussed successfully on school improvement and Annual Action

Plans (AAPs) developed following the previous review.

A successfully implemented School Improvement Plan (SIP) priority has been the creation of a collaborative team culture of empowerment and productive functionality, driven by clear meeting processes and protocols, collegiality and openness to learning. Instructional leadership and teacher pedagogy is being improved by research-based PL.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

#### Catholic Identity and Mission Goals & Intended Outcomes

**Goal:** To build a culture of learning that is characterised by a shared vision with a strong sense of teamwork, collaborative practices and a focus on feedback for continuous improvement.

**Goal:** To maximise learning for all through consistent, high quality, explicit, teaching and shared practice which is supported by evidence, feedback and research.

**Intended Outcomes:** That the school maintains a high-performing culture of organised and responsive professional learning underpinned by continuous feedback, data and research.

That staff implement high expectations across the school fostering a strong culture of success and the full flourishing of every student.

That the Learning Culture, particularly in relation to role clarity and staff empowerment will improve.

That the school's leadership development initiatives are focused on succession planning and sustaining effective leadership practices.

### Achievements

The school actively promotes and embeds its Catholic identity into the life of the school. Religious displays and the school's Catholic values are visible throughout the school. Leaders promote the school's Catholic identity by designing a yearly religious theme that permeates throughout school life, actively engaging in daily prayer and meditation with staff and students, RE information and scripture referencing in the newsletter and at assemblies. The school has

worked closely and is well supported by the parish priest and parish implementing the yearly schedule of liturgical celebrations, class masses and Sacramental program.

Parents and students recognise that leaders and staff model Catholic values through inclusive, positive and supportive relationships.

Faith formation, professional learning and accreditation to teach RE is a priority and well supported. Staff formation is embedded in the professional learning yearly schedule, team

meetings and engagement with MACS PL offerings and the wider area of Catholic education. Staff appreciate targeted professional development, referencing 2023 Dr Br Paul Creevy seminars, understanding recontextualisation through scripture and the spirituality reflection days led by the parish priest. Building staff knowledge and confidence in the use of scripture to enhance RE/Inquiry, prayer and liturgy remains an objective in this sphere.

The school has intentionally prioritised the strengthening of the Inquiry approach to RE. The Inquiry learning approach allows students to explore their own questions and ideas from the provocation planned for the Inquiry unit and invites student reflection and actioning on social justice and religious formation including the tradition and formal prayers. Students lead school wide daily prayer and meditation, now an embedded practice of school life. There are student leadership community action teams that promote awareness and actioning activities for social justice such as Friends Igniting Reconciliation through Education (FIRE) carriers. Empowering student voice and agency in the learning is evolving. In assessing student outcomes, summative and formative assessments are used.

Melbourne Archdiocese Catholic Schools Survey (MACSSIS) data between 2023 and 2024 in Catholic Identity domain indicate an increase in positive perception for staff, to 85% positive. Enhancing Catholic School Identity (ECSI) data comparison scores 2019 to 2023 reflected an increase in recontextualisation for students and a significant decrease in secularising. The ECSI data demonstrated a decrease in values education and an increase from 58.3% to 62.2 % in recontextualisation.

Teachers bringing a connection of life and faith to the learning has reflected in a marginal increase in students wanting more prayer at school. Students recorded an increase in appreciation for social justice activities, involvement in prayer, use of Scripture and faith celebrations. Students also recorded a significant increase in desire for more social justice activities and care for nature and environment. This data provides evidence of progress and can be considered for future planning in the RE sphere.

The external Reviewer noted these achievements

The school's Catholic identity is clearly visible in imagery, word and action. The school partners enthusiastically with parish and families in the faith development of students where prayer, liturgy, meditation, Sacramental program and Religious Education (RE) are integral parts of school life. A yearly religious theme provides focus for whole school RE learning, celebration and social action. Whole school, student led daily prayer is embedded practice. The RE curriculum is planned through Inquiry based learning, applying the school's RE concept of learning, pedagogy of dialogue and encounter. Inquiry units purposely design social justice for student reflection and actioning, deepening student understanding and connection of life and faith. Melbourne Archdiocese Catholic Schools (MACS), parish priest, and other agencies are engaged for professional learning (PL).

## Value Added

### VALUE ADDED:

Living out our Catholic School Vision by beginning the Year with an RE focused theme :  
"Soar with the Spirit

Close working relationship with Fr Steve

Opportunity for regular Class Masses and School Masses

FIRE Carriers, Opening School Year Mass, Ash Wednesday Mass, Women's Mass, Mass of the Assumption, Grandparents Mass, End of School Year & Graduation Mass

Daily Christian Meditation lead by the students

Daily class prayer and the implementation of scripture read across the whole school

Focus on Social Justice throughout our RE inquiry learning and social justice activities

e.g. St V de Paul Winter and Summer appeal

Engagement and inquiry in Faith and Life by integrating Religious Education within a knowledge rich curriculum

Deepening and embedding a consistent conceptual learning methodology for religious education

Continued work through FIRE Carriers: Supporting the Catholic Aboriginal Ministry of Victoria and bringing awareness and acknowledgement.

Participation in Social Justice activities through Caritas Australia projects and St Vincent de Paul Winter and Christmas appeals

Participation at faith formation sessions eg Parish Reflection day.

Dr Br Paul Creevey faith formation for staff re Scripture at PLT

Faith nights for our staff and parents to deepen understanding about the Sacraments

Fr Steve faith formation for Staff at Professional Learning Team meetings

Regular Faith Development Team Meetings

Staff Professional learning about the RE tradition and a melding of faith and life

A close relationship between school and parish supports one another in the faith development of the students, demonstrating strong commitment to prayer, celebration of liturgy, Religious Education and social justice.

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## Learning and Teaching

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### Goals & Intended Outcomes

#### Learning and Teaching Goals & Intended Outcomes

Goal: To build a culture of learning that is characterised by a shared vision with a strong sense of teamwork, collaborative practices and a focus on feedback for continuous improvement.

##### Intended Outcomes

- That the school maintains a high-performing culture of organised and responsive professional learning underpinned by continuous feedback, data and research.
- That staff implement high expectations across the school fostering a strong culture of success and the full flourishing of every student.
- That the Learning Culture, particularly in relation to role clarity and staff empowerment will improve.
- That the school's leadership development initiatives are focused on succession planning and sustaining effective leadership practices.

Goal: To maximise learning for all through consistent, high quality, explicit, teaching and shared practice which is supported by evidence, feedback and research.

##### Intended Outcomes

- Implementation of a visible, comprehensive and explicitly planned approach to whole school improvement focused on data informed, evidence based and co constructed action that is collaborative and aligned to improving student learning outcomes

### Achievements

For the last four years, St Mary's has been actively involved in 'The School Improvement Learning Collaborative' (SILC) with Dr Simon Breakspear as our knowledgeable other. Throughout 2024, we continued with the Learning Collaborative. The Leadership Team attended professional learning facilitated by Simon Breakspear in collaboration with staff from the Eastern Regional Office of Melbourne Archdiocese Catholic Schools (MACS). Our major focus was MACS Vision for Instruction launched in February 2024 which supports the Cognitive Sciences approach to learning

During 2024, we continued to delved deeply into the science of learning research and the implications for practice to ensure improvement for all. Using our school data, we strategically identified the need to improve academic and behavioural growth and refined our Collaborative Inquiry Question to;

*By the end of 2024, how can the combining of consistent high quality Tier 1 (academic and behavioural) pedagogical practice and the explicit teaching of positive behaviour ensure high academic achievement and improve safety and engagement as measured by growth data, data walls, SWIS and frequency data tools?*

Our lens was really honing the alignment of behaviour and academics and ensuring both were understood as a curriculum that teachers need to explicitly teach.

*By the end of 2024, how can the implementation of a professional learning feedback loop and transferable feedback framework improve team functioning and instructional practice, school routines and engagement as measured through feedback/trust inventory, MACSISS survey, growth data and frequency/engagement data tools?*

The impact we wanted to have: clear and timely feedback for improvement for all learners.

The curriculum team lead by the Learning Culture leader worked collaboratively as knowledgeable others to engage all staff in professional learning and intentional dialogue through facilitated planning. We focused upon Empowered Teams

In the area of Culture and Processes our aim was to ensure that:

*All staff can articulate what they know students need to understand and do and can explain their impact on student learning.*

Leaders create a vision and learning culture that involves collaboration, rigour and celebration which motivates all staff to continually improve.

In the area of Relationships and Team Functioning:

*Coaches and leaders have a clear understanding of and process for improving teacher pedagogical knowledge, skills and relationships.*

*All staff are supported and empowered to take ownership for their developmental pathway.*

In the area of Trust and Feedback:

*All staff participate in our processes for building trust and giving and receiving feedback .*

*All staff experience others who listen and are visible, approachable and dependable*

With the assistance from Dr Simon Breakspear we developed a culture of feedback for development. We continue to use the strategy of *Precise Praise* and *Actionable Critique*. The

principal meets with each staff member as part of the feedback cycle and provides Precise Praise and Actionable Critique to the staff and this is also reciprocated.

The external Reviewer notes that 'explicit teaching using high instructional teaching strategies (HITS) is being implemented in the English strands of Reading, Writing and also Mathematics.

Observation of literacy and numeracy lessons indicated the consistent application of HITS across the school. Learning intentions and success criteria were clearly evident. Teachers make regular student learning 'check-ins' using school wide 'Chin it' strategy, before moving students forward in their learning.

Students reported understanding of their current learning. Students were observed as being able to self-manage, there were high levels of engagement and staying on task and working cooperatively.'

## Student Learning Outcomes

We are proud of our students and staff for their hard work and determination to succeed. Presently 78.3% of Year 3 students are in strong or exceeding in Reading. 88.2% of Year 3 students tested on NAPLAN for Writing are assessed as strong or exceeding. 75.9 % are in strong or exceeding in Mathematics.

MACS is supporting all Catholic schools in Melbourne to increase results in Mathematics. We are working hard in the junior school to ensure we lift the percentage of students from developing to strong.

88% of students are in strong or exceeding in Year 5 Reading. We focused on increasing the mathematics results to exceed their 2023 75.8%. In 2024 81.3% of Year 5 students are in strong or exceeding in Mathematics.

MACS and St Mary's have a system approach to improving Mathematics in 2024.

### Yr 3 School Trend Results:

Reading 2023 420. 2024 increased to 435 as compared to the State: 417.7

Writing 2023 422. 2024 increased to 436 as compared to the State: 422.8

Spelling 2023 412. 2024 decreased to 405 as compared to the State 407.9

Grammar & Punctuation 2023 413. 2024 increased to 427 as compared to the State 417.4

Numeracy 2023 426. 2024 no change 426 as compared to the State 413.4

### Yr 5 School Trend Results:

Reading 2023 515. 2024 increased to 527 as compared to the State: 504.8  
Writing 2023 493. 2024 increased to 508 as compared to the State: 496.1  
Spelling 2023 488. 2024 increased to 504 as compared to the State 491.6  
Grammar & Punctuation 2023 511. 2024 decreased to 507 as compared to the State 504.1  
Numeracy 2023 491. 2024 increased 507 as compared to the State 497.3

In the reviewers discussion with teachers and classroom observation, explicit instruction is positively impacting student learning growth. NAPLAN comparison scores in 2023 and 2024 indicate the percentage of students categorised as having strong and exceeding proficiency in year 3 improved in reading by 7%, writing 9%, and for year five writing 14% and Numeracy 4%. MACSSIS staff survey domain collective teacher efficacy scores increased by 4% to be above MACS average. The school's analysis of NAPLAN results indicate the number of students moving from developing to strong or exceeding is increasing. Student focus groups acknowledged teachers had high and fair expectations of behaviour and academic achievement.

The use of data to inform teaching and set learning goals has been rigorously implemented through a clear and comprehensive data plan and assessment schedule. Data collection and analysis is embedded across the school ensuring all students needs are identified, measured and reviewed. Observing teacher collaborative planning provided evidence of effective use of data. Teacher focus groups stated that over time, staff have become more discerning and confident in the interpretation of data.

Language learning at St Mary's continues to support the growth of students learning Italian. The teacher as co-learner model; use of gesture, vocabulary and choralling ensures the growth of students and supports their communication skills. The language learning routines match the routines used in English learning which supports consistent practices. Use of language grew from 54 Prep students being in extended or highly accomplished in Term 1 increasing to 58 Term 2. In Year 1, 56 out of 61 students demonstrated extending and highly accomplished results in Semester 1. The Year 2 students demonstrating extending and highly accomplished in Semester 1 equated to 53 students. In Year 3, the students language learning grew from 58 students in extending and highly accomplished to 70 students in Term 2. Year 4 students showed 58 students in Extending and Highly. Year 5 students demonstrated exceptional growth; 35 students were assessed as extending/highly accomplished in Italian in Term 1. In Term 2, 75 Year 5 students exhibited extending or highly accomplished outcomes. In Year 6, 69% of students exhibit highly accomplished and extending results of which we are extremely proud.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	427	62%
	Year 5	507	69%
Numeracy	Year 3	426	76%
	Year 5	507	81%
Reading	Year 3	435	78%
	Year 5	527	88%
Spelling	Year 3	405	61%
	Year 5	504	79%
Writing	Year 3	436	89%
	Year 5	508	89%

\*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.

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## Student Wellbeing

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### Goals & Intended Outcomes

#### Student Wellbeing Goals & Intended Outcomes

Goal: To embed practices that provide students with authentic empowerment over their learning and wellbeing through agency, voice and leadership.

#### Intended Outcomes:

That students identify as being in a safe learning environment.

That students have empowerment over their own wellbeing.

That students have a voice in making innovative decisions related to school initiatives and changes.

That students have empowerment over their own learning and understand that there is a high expectation for all.

### Achievements

At St Mary's we believe positive relationships form the basis of strong learning partnerships. Learning is strongest when learners feel a sense of belonging within a community. This sense of belonging and being in relationship with others builds and strengthens the ability of learners to understand and manage their emotions and develop their sense of self. At St Mary's we are determined to improve student voice, agency, engagement in learning and leadership opportunities.

The 2024 Review noticed that at St Mary's we cater to the diversity of students and that this was widely acknowledged as a strength. This was endorsed by staff and parents in focus groups. Teachers, ESOs and leaders were committed to meeting individual student learning requirements through strategies that enabled and extended their learning. Observation of literacy and numeracy lessons indicated differentiation for tier 1, 2 and 3 students. The school has a clear referral process to identify students requiring additional support. School engages with Allied Health professionals, psychologists and alike, to support students and teachers in the planning and delivery of Individual learning plans (ILPs).

The school recognises the importance of a holistic approach to the learning and wellbeing of every student. As part of SIP priority, the school has invested many strategies in working towards its goal. The re-imagining of school wide positive behaviour learning (SWPBL) has

assisted in establishing conditions for student learning and recreation. Classroom observation indicated a consistent approach to positive behaviour expectations across the school, with clear and visible signage of expected behaviour in all learning and play spaces. There was evidence of high levels of student focus, cooperation and engagement with the learning. Student focus groups indicated they were aware of the expected behaviours for learning and social interaction and they trusted teachers and school leaders would listen to them about their concerns.

Data was indicating high levels of consistent positive behaviour providing for a safe, positive enabling learning environment. MACSSIS Student survey domain 3 and staff survey domain 2, perceptions of the social and learning climate have improved to above MACS average. These perceptions were reinforced in the student focus group.

The MACS School Review Report highlighted St Mary's whole-of-school approach to student wellbeing which requires the explicit teaching of the social and emotional competencies, using resources such as the Resilience, Rights and Respectful Relationships (RRRR) and The Resilience Project. Central to the school's improvement agenda has been the targeted use of student wellbeing data to identify the social and emotional needs of student groups. Planning reflects tiered approaches within that teaching of wellbeing to cater for those students who may need additional or tailored mental health and wellbeing support.

The school has introduced a variety of student community action leadership teams including a Prep to year 6 student voice committee (SVC). The action teams have created opportunities for students to contribute to their community in outreach and service and have made meaningful decisions about a range of issues that affect them and their peers.

MACSSIS Student survey data for domain Student Voice, has slightly increased since 2021 and is above the 2024 MACS average. The extent to which students feel they have opportunities to have an impact on their school in the Student Voice domain has increased from 58% to 63% and is above the MACS average. Teacher Student relationships has also increased as has Student Safety.

## Value Added

### VALUE ADDED:

Rigour and reinforcement of PBL; Positive Behaviour in Learning framework

Regular PBL team meeting to consistently work through the behaviour matrix and tiered fidelity instrument.

Continued employment of a Positive Behaviour coach

Support school in implementing Rights and Respectful Relationships

Explicitly teaching the behaviour we wished to see

Learning walks to gain feedback of the consistent approach to positive behaviour

Explicit consistent teaching of 2R 1s- I am respectful, I am responsible, and I am safe.

Student input into the routines and structure of school through participation in

Community Action Teams  
 Introduction of the Student Voice Committee (SVC)  
 Regular SVC meetings  
 Buddy Program for Year 6 and Prep students  
 Regular Student Learning Team Meetings  
 Trialling a rescheduled school day to allow for short bursts of play more often, eating at an appropriate time  
 Greater engagement in the classroom due to the implementation of engagement strategies  
 Appointment of a Mental Health and Wellbeing Leader (chaplain) and a Learning Diversity Leader  
 Regular PSG meetings  
 Moderation of NCCD by classroom teachers and leaders  
 Accreditation as an E-smart school: Digital licenses for all students  
 Compliance with Ministerial Order 1359 Child Safe Standards  
 Child Safe Officers continue to work on updating policies and processes  
 Child Safety Team (including parents) established meetings on a regular basis engaged by the school to ensure adherence to Child safe policies and procedures  
 Greater leadership opportunities; through Community Action Teams: Languages, Health and Wellbeing, Environment and Sustainability, Liturgical, Communication and Digital Technology, School Leaders and Fire Carriers  
 NCCD professional learning and implementation for all staff  
 Online safety program provided for Senior students through Cyber Safety Project  
 Online bullying presentation by Banyule Police Youth Service Officers  
 Build teacher confidence and capacity to provide adjustments to manage behaviour.  
 Professional Learning with Tom Bennett: Running the Room  
 Implementation of threshold conversations; zero tolerance for unsafe and or disrespectful behaviour

## Student Satisfaction

We utilised the MACSSIS surveys to provide evidence of growth.

In Domain 1 Rigorous Expectations: How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance has shown growth from 74% to 78% in 2023 to 2024.

Students perception of the social and learning climate of the school has decreased slightly with from 62% in 2023, which is above the MACS average to 58%.

The teacher student relationship domain which is the strength of the social connection between teachers and students, within and beyond the school has increased from 66% to 70%.

Student safety has decreased by 1% from 58% in 2023 to be equal with the MACS average for perceptions of student physical and psychological safety while at school.

Student voice has once again increased from 58% to 63% , a marked increase on the MACS average. We believe having regular student voice committee meetings and the students knowing that their voice is being heard is making a difference.

The 2024 overall school positive endorsement has remained the same as 2023..

## Student Attendance

All parents are expected to contact St Mary's Parish School to communicate via Compass any absence of their child before 10am on the day of the student's absence. The teachers complete the roll at 9:00am and at 2:30pm daily. Any unexplained absence is communicated with the office staff. All unexplained absences are followed up firstly via an automated SMS, then a phone call the same day and then via a letter or a meeting with the Principal if this continues. Any non- compliance is communicated to MACS and then strategies would be implemented to support the student's return to school.

We follow the MACS Student Attendance Policy and families are expected to meet with the Principal and sign a student absence learning plan if a student is away for more than five days.

Average Student Attendance Rate by Year Level as reported by Compass

Yr Prep.	93.0%
Yr 1	92.4%
Yr 2	91.4%
Yr 3	91.1%
Yr 4	90.6%
Yr 5	92.2%
Yr 6	90.5%
Overall Average attendance for 2024.	91.6%

Average Student Attendance Rate by Year Level	
Y01	91.6
Y02	89.6
Y03	88.3
Y04	87.1
Y05	91.4
Y06	89.1
Overall average attendance	89.5

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## Leadership

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### Goals & Intended Outcomes

#### Leadership Goals & Intended Outcomes

Goal: To build a culture of learning that is characterised by a shared vision with a strong sense of teamwork, collaborative practices and a focus on feedback for continuous improvement.

#### Intended Outcomes

That the school maintains a high-performing culture of organised and responsive professional learning underpinned by continuous feedback, data and research.

That staff implement high expectations across the school fostering a strong culture of success and the full flourishing of every student.

That the Learning Culture, particularly in relation to role clarity and staff empowerment will improve.

That the school's leadership development initiatives are focused on succession planning and sustaining effective leadership practices.

Goal: To maximise learning for all through consistent, high quality, explicit, teaching and shared practice which is supported by evidence, feedback and research

#### Intended Outcomes

Implementation of a visible, comprehensive and explicitly planned approach to whole school improvement focused on data informed, evidence based and co constructed action that is collaborative and aligned to improving student learning outcomes

### Achievements

Leaders have facilitated a clear understanding and commitment to a shared vision for school improvement, built around high expectations and commitment to excellence.

The vision, School Improvement Plan (SIP) and Annual Action Plans (AAPs) are well documented, communicated and regularly reviewed.

Staff commitment to the improvement agenda is evident by the level of staff input with the school pre-review assessment and the articulation of SIP goals and strategies.

Staff MACSSIS comparison data domain 10 collaboration around an improvement strategy supports a shared and active response to continuous improvement, with a positive result 20% above the MACS average.

The school is intentionally tailoring research and evidence-based professional learning in building instructional leadership.

In discussion with school leaders, numerous PL undertakings with world renowned experts were referenced.

Review observations clearly showed instructional leadership was positively impacting teacher practice, resulting in improved student outcomes.

Instructional leadership practice was evident when observing PLT, facilitated planning meetings and the consistent application of teaching pedagogy and learning routines in the classroom. Teacher focus groups unanimously agreed school leadership had improved teacher team collaboration, and functionality and teacher practice.

Teacher capacity was being built with leaders by a strategic feedback design cycle, coaching, modelling, learning walks, data analysis, and facilitating team meetings.

Teacher and ESO focus groups stated leadership guidance and presence was beneficial and welcomed more. There was a documented professional learning plan aligned to SIP, AAPs and teacher goals.

Domain 5 of the MACSSIS data; Feedback, indicates a marginal improvement with teacher data indicating feedback for teachers at St Mary's is 12% higher than the MACS average however this still remains an improvement focus for St Mary's.

A constructed distributive leadership model exists that brings individual and collective expertise and support to teacher teams, teachers and student learning.

The high functionality of teams is enabled by the school's Empowered Teams Framework providing explicit procedures, routines and expectations.

The reviewers observation at meetings clearly indicated the agenda was centred on student outcomes, driven by the schools planning motto, *100% of students 100% of the time*. The review found that embedding the team practices is making difference as is to be encouraged. The distributive leadership design, building Instructional leadership into middle leadership and teachers, and empowering their capacity is resulting in improved student learning.

Domain 13 Collective efficacy, teachers' perceptions that staff at the school have what it takes to improve instruction has increased by 11% from 2023-2024 and is 14% above the MACS average.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<p>PROFESSIONAL LEARNING</p> <p>Empowered Teams</p> <p>Alignment of Behaviour and Academics</p> <p>Student / Teacher Grip Leadership</p> <p>Principal Network: Vision for Instruction</p> <p>Gifted/Talented Education</p> <p>SOLAR Summit Tasmania</p> <p>Science Play PD for Primary &amp; Early Secondary Educators</p> <p>Mini Maths Course</p> <p>Teach Well Course Mathematics Vision for Instruction</p> <p>Online Education Art</p> <p>ZART ART</p> <p>VACPSP Conference</p> <p>Children &amp; Young People Companion Training re Grief</p> <p>Staff Epilepsy Management Training Epilepsy Foundation</p> <p>PBL Professional Learning Department Of Education</p> <p>HSR Initial OHS Training Course IEU</p> <p>Conference Review Phillip Island</p> <p>Tom Bennett: Running the Room</p> <p>Day of Induction sessions in RE Inquiry: Ingrid Green</p> <p>ACHPER PE Training</p> <p>HEIGHT AND SAFETY COURSE Pinnacle Height Safety</p> <p>Conference Registration Maths Leaders Association of Vic</p> <p>Teacher Collaborative Practice: Literacy</p> <p>\$47,620.98</p>	
Number of teachers who participated in PL in 2024	40
Average expenditure per teacher for PL	\$1190.00

## Teacher Satisfaction

### TEACHER SATISFACTION

The overall school positive from Teachers increased substantially from 2022 to 2023 and was maintained from 2023 to 2024; 72% positive. Many domains increased in percentage of positive endorsement over the 2024 MACSSIS results. 12 out of the 14 domains were at, above or well above the MACS average.

Student safety maintained from 2023 63% to 2024 63%

School Climate decreased slightly from 2023 81% to 2024 72%

Staff Leadership relationships decreased slightly 2023 85% to 2024 83%

Instructional Leadership maintained from 2023 65% to 2024 63%

Feedback increased from 2023 46% to 2024 53%

Perceptions of School Leadership Effectiveness decreased from 2023 63% to 2024 54%. This data necessitated a change in St Mary's leadership structure which has been enacted.

Staff safety maintained from 2023 63% to 2024 63%

Psychological Safety maintained from 2023 63% to 2024 62%

Perceptions of the quality and coherence of Professional Learning opportunities increased from 2023 77% to 2024 88%

Collaboration around an improvement strategy increased from 2023 87% to 91% largely due to our ongoing work around the Vision for Instruction.

Collaboration in Teams decreased from 84% in 2023 to 2024 76%

Support for Teams decreased from 84% in 2023 to 2024 73%

Teachers perceptions that staff at the school have what it takes to improve instruction increased from 73% in 2023 to 2024 87%.

Teacher's perceptions of the principals's faith leadership and particular dimensions of Catholic identity in school life increased from 86% in 2023 to 2024 88%. Well above the MACS average.

<b>Teacher Qualifications</b>	
Doctorate	0
Masters	10
Graduate	1
Graduate Certificate	1
Bachelor Degree	23
Advanced Diploma	5
No Qualifications Listed	10

<b>Staff Composition</b>	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	49
Teaching Staff (FTE)	43.79
Non-Teaching Staff (Headcount)	40
Non-Teaching Staff (FTE)	24.61
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

#### Goals & Intended Outcomes

Goal: To build a culture of learning that is characterised by a shared vision with a strong sense of teamwork, collaborative practices and a focus on feedback for continuous improvement.

#### Intended Outcomes

That staff implement high expectations across the school fostering a strong culture of success and the full flourishing of every student.

### Achievements

#### ACHIEVEMENTS

There are effective strategies that acknowledge the importance of the school's partnership with families in the child's faith and education development. The school welcomes parent involvement in a host of committees and programs. Leaders are available each day to greet families and students.

There is an active Parent Association, School Advisory Council and subcommittees. Parents are members of the School Child Safety team. There are two parent liaisons for each class who supports connection between families and school community.

New families and volunteers are provided with an appropriate induction and there is an extensive transition to school education program for parents.

Student community engagement occurs regularly through the outward facing educational learning activities and student community action team initiatives.

Ongoing communication on student learning and progress is provided through curriculum class overviews, newsletters, use of digital apps, informal and formal meetings with parents.

There are faith development, curriculum and personal development learning sessions.

Helping at home tips, information cyber safety and teacher demonstration lessons are provided. Parents indicated that leaders and teachers are clear in their explanations on student progress and provide follow up communication.

The school is proactive in contacting parents with any concerns regarding their children.

The school explicitly seeks and values feedback providing formal and informal feedback.

Parent focus group acknowledged the school acts on feedback and communicates actions.

Parent focus group all agreed that the school has a good reputation in the broader community due to the range of educational opportunity, learning diversity support programs and pastoral care.

MACSSIS comparison parent survey data indicate improvement in Communication, Catholic Identity and Family engagement between 5 to 7%.

## Parent Satisfaction

### Parent Satisfaction

St Mary's was pleased that 94 parents out of a possible 365, completed the MACSSIS surveys in 2024 as compared to 68 in 2022 and 74 in 2023. The results demonstrate great growth in particular year levels and similar results or declines in other year levels. We believe the mixed results demonstrate that some parents feel very connected to the school whilst others have found barriers to engagement .

The 58 Male and 36 Females who responded provided the following data. In general, of the 94 parents who responded, the Female data is extremely positive whereas the male data will require work to assist our fathers/male carers to feel greater connection. The Prep parent data is 89% positive in 2024 as compared to 68% positive in 2023.

All domains; Family engagement, Barriers to Engagement, School Fit, School Climate, Students Safety, Communication and Catholic Identity have all demonstrated significant growth in the eyes of our parents. Students Safety, School Climate and Catholic Identity showing the largest growth. Our female parents' feedback demonstrate significant growth in all of the 7 domains. .

The overall school positive endorsement has increased by 5%.

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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.smgreensborough.catholic.edu.au](http://www.smgreensborough.catholic.edu.au)