



Melbourne Archdiocese
Catholic Schools

2025

Annual Report to the School Community



St Mary's School

2 Mansfield Street, THORNBURY 3071

Principal: Mary Kearney

Web: www.smthornbury.catholic.edu.au

Registration: 1108, E Number: E1097

Principal's Attestation

I, Mary Kearney, attest that St Mary's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2025 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 18 May 2026

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

St Mary's Parish Primary School Thornbury, as a sign of the presence of God, proclaims gospel values centred on Jesus Christ as the model for life.

We are a welcoming spirit-filled community that views the future with optimism.

By respecting the diversity and uniqueness of each person, we promote the self worth and connectedness of individuals.

We value shared leadership that creates the structures for a broad, inclusive and developmental curriculum within a safe, supportive and well-resourced environment.

Together with parents, we strive to provide lifelong learners with the strategies and skills that instill confidence, equip them to journey towards their future and positively contribute to a changing world.

School Overview

"Learners Inspired To Learn"

In 2025, St Mary's School had an enrolment of 113 students.

The students were organised into 6 class groupings: 1 x yr prep/1; 1 x yr 2; 2 x yr3/4; and 2 x yr5/6

The school had 27 staff made up of 7 full-time teaching staff , 7 part-time teaching staff (including the Principal and other leaders), 2 part-time Administration Officers, 2 full-time Learning Support Officers (LSOs) and 9 part-time LSOs.

Our staff Leadership roles included a Deputy Principal; Learning & Teaching/Mathematics Leader; Learning Diversity Leader; Literacy Leader; Religious Education Leader; Student Wellbeing Leader; and ICT Leader.

Weekly specialist lessons were offered in Digital Technologies, Performing Arts, Physical Education/Sport, Italian and Visual Arts.

Our families have a wide selection of excellent Secondary Schools from which to choose to further their children's learning. We are a priority Parish for Santa Maria College, Academy of Mary Immaculate College and Parade College, with children also having access to other Catholic Schools in our region. Local Government Secondary Schools include the highly regarded Thornbury High School, Northcote High School and Preston High School.

During 2025, St Mary's School participated in the School Improvement Framework (SIF) review. The SIF of Melbourne Archdiocese Catholic Schools (MACS) has two purposes:

- to assist schools and teachers to improve student outcomes
- to satisfy legitimate expectations of government and sector authorities.

St Mary's staff participated in the process of self-assessment and reflection, which enabled us to map our progress against the five spheres of improvement (Religious Dimension, Leadership and Management, Learning and Teaching, Student Wellbeing and Community).

Our historic building houses modern learning spaces.

ICT is used across the school to enhance learning and engage learners. Children have the opportunity to develop their ICT skills appropriate to their age and ability. Children from Years 3 - 6 have their own chromebooks to enhance their learning.

Before & After School Care is provided on-site by MACSEYE.

We work closely with our Parish to promote Faith and to build links with our broader Parish Community.

St Mary's Parish and School continued to work strategically with our partner Parishes and Schools - St Joseph's Northcote, Holy Spirit Thornbury East and St Anthony's Alphington.

St Mary's is an inclusive community. We warmly welcome all who want to join us.

Principal's Report

2025 has been a year of opportunity, collaboration and growth as we embarked on a new leadership model across our two wonderful school communities — St Mary's School Thornbury and St Joseph's School Northcote.

This year marked the first year of my appointment as Lead Principal, a role that has afforded me the privilege of working across both schools while continuing to nurture the unique identity, strengths and traditions of each community. It has been both professionally rewarding and personally enriching to witness the shared commitment to quality education that exists across both schools.

The Lead Principal model has created valuable opportunities for collaboration between both schools. Staff have engaged in shared professional learning and curriculum dialogue, enabling us to draw upon the expertise and strengths that exist across both communities. This spirit of collaboration has strengthened our capacity to deliver contemporary and engaging learning experiences while remaining grounded in our Catholic faith and values.

At St Mary's, we have continued to build upon a strong culture of learning and inclusion, ensuring that each child is known, valued and encouraged to achieve their personal best. We have remained firmly centred on providing high-quality learning opportunities for every student, fostering student wellbeing, and strengthening the partnerships between school, parish and family. I have been continually inspired by the dedication of our staff, the enthusiasm of our students, and the generous support of our parent community.

At St Mary's, our focus throughout 2025 has been on strengthening and enhancing the strong sense of community that already exists within the school. By building on established relationships, traditions and shared values, we have continued to foster a culture of belonging, connection and collaboration. This continuity has provided a strong foundation for maintaining excellence in educational outcomes while ensuring that every child is supported to flourish academically, socially and spiritually.

A significant and highly positive development for St Mary's in 2025 was the establishment of the School Advisory Council (SAC). This has been a tremendous addition to our school community and an important step forward in supporting the ongoing growth and future direction of the school.

The SAC is an incredibly driven and forward-thinking group, wholeheartedly focused on school improvement, strengthening community engagement, and raising the profile of St Mary's within the wider community. Their strong partnership with school leadership has also played an important role in supporting enrolment growth and promoting the many strengths and opportunities our school offers families.

I extend my sincere gratitude to all members of the SAC for so generously volunteering their time, expertise and commitment in support of St Mary's. Their passion for the school and dedication to continuous improvement has already had a meaningful impact on our community.

In particular, I would like to acknowledge and thank Ryan Fort for his outstanding leadership as Chairperson. Ryan has worked tirelessly alongside the Council and school leadership team, demonstrating a deep commitment to the growth and success of St Mary's.

At St Mary's we recognise that young people thrive when they feel safe, connected and supported, and I thank our dedicated staff for the care, professionalism and compassion they demonstrate each day. Our students continue to impress us with their resilience, creativity, leadership and willingness to contribute positively to their communities.

Thank you to Fr Shabin for the collaborative way you support our school vision and nurture the spiritual development of our community. Your guidance, presence, and commitment are deeply valued and appreciated.

Thank you to the Parents and Friends groups, and to the many volunteers who so generously give their time and talents to enrich school life. Your support creates wonderful opportunities for our students, strengthens our community, and helps make school a positive and rewarding experience for all. Through your fundraising efforts, generosity, and commitment, you make a lasting difference in the lives of our students.

Most importantly, I thank our students. Their curiosity, kindness and joyful spirit are at the heart of everything we do, and it is a privilege to walk alongside them in their learning and faith journey.

As we look ahead, we do so with optimism and confidence. Together, we will continue to foster communities where faith, learning and wellbeing flourish.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal

- To strengthen our Catholic Identity by nurturing the faith formation of students, staff and families.

Intended Outcome

- That we are witnesses to the mission of the Church.

Achievements

Achievements

Throughout 2025, St Mary's Catholic Primary School has continued to strengthen its Catholic identity through a deliberate and consistent focus on prayer, Religious Education and community life, ensuring faith is embedded across all aspects of school practice.

Key priorities have included fostering a school environment that:

- supports regular and structured prayer experiences for students and staff
- promotes a variety of meaningful and developmentally appropriate prayer forms
- strengthens consistency in Religious Education practice across year levels
- supports students to actively live out Gospel values through service and action

A strong partnership with the parish continues to be central to the school's Catholic identity. Collaboration with the Religious Education Leaders from neighbouring schools and Parish Priests has been sustained through regular meetings, supporting the planning and delivery of sacramental programs and whole-school liturgical celebrations. This ongoing partnership strengthens the connection between parish and school and supports families in their shared faith journey.

The school-based Sacramental Programs for Reconciliation, First Eucharist and Confirmation were implemented with a strong emphasis on preparation, engagement and family involvement. Parent and student formation opportunities provided meaningful opportunities for reflection and dialogue, supporting families to actively participate in this important stage of their child's faith development.

A key feature of 2025 was the strengthened collaboration across the four schools within the Thornbury/Northcote Parish in the planning and delivery of the Confirmation program. This

parish-wide approach supported greater consistency in preparation and deepened the sense of shared faith community across schools. A combined faith formation evening was held for all students and families, providing a rich opportunity for collective reflection and preparation.

This culminated in a significant celebration of the Sacrament of Confirmation at St Patrick's Cathedral, which was particularly meaningful as it took place during the Jubilee Year, adding a deeper sense of pilgrimage, renewal and unity to the experience for students and families.

Prayer remains a visible and embedded aspect of school culture. Regular staff prayer and increasingly consistent classroom prayer practices have contributed to a more intentional prayer environment. Student voice continues to affirm the importance of prayer in their school experience, as reflected in MACSSIS feedback.

Throughout the year, whole-school prayer experiences have been a significant feature of school life. A range of liturgical and paraliturgical celebrations were planned and led to mark key moments in the Church and school calendar, including Advent, Holy Week, ANZAC Day, Sorry Day, Remembrance Day and other significant commemorations. These experiences provided students with meaningful opportunities to engage in prayer, reflection and collective remembrance in age-appropriate ways. Families were also invited to participate in a number of these celebrations, strengthening the connection between school, parish and the broader parent community. Collectively, these experiences supported students to engage with the rhythms of the liturgical year and deepen their understanding of faith through lived experience.

Whole-school celebrations of the Eucharist have also continued to be a strong feature of community life, including the Grandparents' Day Mass, which provided a valued opportunity to bring together students, families and grandparents in a shared celebration of faith and community.

Professional learning in Religious Education has supported staff in strengthening their own faith formation while also enhancing their capacity to deliver high-quality Religious Education. This has included opportunities to deepen engagement with scripture, strengthen understanding of Catholic tradition, and support consistent pedagogical approaches across the school.

The Student Social Justice Team has played an active and significant role in bringing faith to life through action. Their work has focused on raising awareness, fostering empathy and responding to local and global needs through practical initiatives grounded in Catholic Social Teaching.

A key highlight of 2025 was the partnership with St Vincent de Paul Society, which supported students to engage meaningfully with the call to serve those in need within the local community.

In addition, Year 5/6 students demonstrated exceptional leadership through a week-long fundraising initiative in support of our friendship school in the Philippines, Manteupan Elementary School. As part of their unit on human dignity, students designed and ran market stalls across the week, raising \$1,350. Funds were donated to Kadarsig to support the provision of resources, including the potential purchase of a photocopier. This initiative provided students with an authentic opportunity to connect learning with action and respond to global needs.

These initiatives reflect the school's commitment to forming students who are compassionate, justice-oriented and active contributors to their world.

Opportunities for student leadership in faith have also been strengthened through participation in liturgical celebrations and altar serving at school Masses, with increasing opportunities for student voice and input in the planning and leadership of prayer experiences across the school.

Value Added

Value Added

- Strengthened integration of faith, learning and action through authentic Social Justice initiatives
- Increased student agency and voice in responding to real-world needs through structured fundraising and advocacy
- Deepened understanding of human dignity through inquiry-based learning experiences
- Sustained partnership with the parish to support sacramental and liturgical life
- Increased consistency and visibility of prayer practices across classrooms and staff formation, alongside active engagement of families in selected school prayer experiences
- Ongoing professional learning supporting staff faith formation and instructional practice in Religious Education
- Broadened whole-school liturgical life through Advent, Holy Week and other commemorative paraliturgies, strengthening student engagement with the liturgical calendar and providing opportunities for student input and participation in liturgical preparation

Learning and Teaching

Goals & Intended Outcomes

Goal

To improve staff capacity in the use of data and pedagogy - by engaging staff in teacher inquiry

Intended Outcomes

That staff are empowered to drive learning outcomes through strong pedagogical practices

That learning growth improves in Writing & Numeracy

Achievements

Achievements

- Embedded 'explicit teaching' small group learning, ensuring the needs of the student were met in both English and Numeracy by using agreed-upon data
- Teachers actively participated in weekly planning across four curriculum areas, facilitated by Leaders of learning areas.
- Implemented quality Learning Intentions, Success Criteria.
- Used Learning Dispositions and Capabilities as split-screen success criteria, so that students see themselves as learners.
- Teachers generate and plan for the next steps of learning, by using data to inform teaching and NCCD colour coding.
- Consolidate teacher's capacity in the area of Mathematics in the area of fluency, to reduce student's cognitive load.
- Termly moderation of writing using an agreed rubric across all levels of the school
- Reviewed 'self-regulated learners' alongside 'Zones of regulation'
- Embedded the 'School Learning Model' to support teachers' in planning effective model-structured lessons that consider students' engagement.
- Trialled some 'Full Participation' in Mathematics as a way of incorporating 'Daily Reviews'.

- Trialled using Ochre Learning slides to support our Mathematical program/English (middle school).
- Reviewed and updated our reporting to parents written report all areas of the curriculum
- Learning focus sheets streamlined to individual staff needs
- Introduction of a phonics program for the junior school

Learning and Teaching has continued to be a significant focus at St Mary's and was led by a dedicated Learning and Teaching Team. Student learning was targeted, explicit and differentiated for all students. Teachers and Learning Support Officers were provided with learning opportunities through professional learning days and being part of Professional Learning Communities. Wellbeing of both staff and students remained a priority for Learning and Teaching, and staff worked in partnership with the Wellbeing Leader.

St Mary's has continued to ensure collective efficacy as a focus, to ensure strong relationships between staff are occurring while planning, working in teams or as a whole school. Opportunity for some weekly Facilitated Planning took place, whereby teams used formative and summative data to inform the next steps of learning for students and plan quality learning experiences. Learning Intentions and Success criteria were generated to make learning visible and clear for students. There was a strong focus on planning and implementing small group targeted learning where explicit teaching occurred and observations and next steps of learning were documented.

As a school, we continued to focus on our teaching and learning impact by intentionally designing sound practice and utilising data to drive our learning and teaching. Learning Intentions and Success Criteria have become embedded practice over a number of years at St Mary's and the teachers continue to develop their skills and capacity to write them and use them to support the learning for students. The school has embedded learning routines, structures and strategies that improve learning for students and staff. There was time spent unpacking the Learning Model and how each step aligns with the concept of full participation. (ie. immersion is daily review). The focus was to make them a habit for all learners within the school community.

St Mary's staff continued to trial some of the full participation strategies, with an emphasis on the English and Numeracy lessons. This has continued to engage students with their learning. Staff have been provided with regular opportunities to engage in Professional Learning around high-impact teaching strategies and the implementation of these in their practice. In Writing, regular samples were collected to be analysed using the St Mary's Writing rubric. The introduction of 'InitialLit' in our junior years was established and students engaged in a direct phonics approach to reading using decodable texts. There was a greater focus for our prep students on the letter and sound relationship and increasing these sounds in the two- three letter for grade 1 and 2.

We continued the use of Essential Assessment Mathematics pre and post-test data to ensure that students can view their progress and next steps of learning. Teaching staff also identified gaps, trends and growth of cohorts of students. Our aim was to ensure excellence in practice and teachers developed a shared understanding of what explicit teaching looked like within small focused groups. Learning was driven in level teams to ensure that maximum learning occurred, and helped us to develop collective efficacy. Students were empowered to have a voice in their learning by actively setting goals for their next steps of learning. Teachers had the opportunity to use the OCHRE resources which are supported by Melbourne Archdiocese Catholic Schools to increase teacher productivity in planning Mathematics learning. These resources provided learning sequences and resources for each Mathematics lesson while also encouraging teachers to be creative when applying these resources to their different contexts.

To highlight students being self-relegated learners, the school used Student-led conferences as the first formal contact with families about learning. There is now an established framework for sharing student learning and goals with their families. This puts the students in charge of the parent-teacher conversations.

The school continued to use the Victorian Learning Commissioners program, where a small group of our students was taught how to collect and analyse data based around school safety. This group took this job very seriously and, as a school, there was an application and interview process. During 2025, the Learning and Teaching, focused on school uniforms and Mathematics.

Student Learning Outcomes

Student progress was tracked through the analysis of NAPLAN data and the use of our internal assessment systems. All data has been collated to monitor gaps in student learning and track progress.

The assessment tools used throughout 2025:

- PatM
- PatR
- Essential Assessment
- Elastik
- South Australian Spelling
- Bas testing
- teacher-written pre- and posts

These assessments enable us to plot students accurately on the learning continuum and ensure continued student progress is achieved.

NAPLAN DATA

The Year 3 NAPLAN data indicates our students are above State mean in Reading, Numeracy, Writing, Spelling and Grammar & Punctuation.

The Year 5 NAPLAN data indicates that our students performed slightly below the State mean in Reading, Numeracy, Writing and Grammar & Punctuation, and matched the State mean in Spelling.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	457	82%	428	73%
	Year 5	487	61%	491	64%
Numeracy	Year 3	421	68%	419	71%
	Year 5	487	67%	489	71%
Reading	Year 3	443	86%	426	80%
	Year 5	495	78%	502	82%
Spelling	Year 3	431	77%	431	80%
	Year 5	494	72%	496	71%
Writing	Year 3	450	91%	437	91%
	Year 5	493	72%	507	79%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Goals

To increase student ownership of their learning - by ensuring that students have a voice in their

learning.

Intended Outcome

That students are self-regulated learners.

Achievements

At St Mary's, we recognise the importance of wellbeing and the impact on student learning and sense of belonging. All staff work to help the students to better understand their social and emotional needs. Learning is focused on understanding the way we are feeling and the words that match those emotions. Students are encouraged to think about how their actions impact others and how to work and play together well.

In 2025 we continued with structured timetabled Wellbeing time to ensure explicit lessons could be delivered. Personal and Social Capabilities from the Victorian Curriculum are also embedded as part of our learning success criteria in all areas of learning.

The Zones of Regulation continued to be taught as a way of improving emotional literacy and to teach and use self-regulation strategies. Regular check-ins using the Zones of Regulation gives students a voice and teachers a way of noting who needs support. By having the opportunity to voice their feelings, students are empowered and develop relationships with peers and teachers.

R U OK? DAY led by the Student Representative Council was a great opportunity to talk about ways of connecting with others and checking in on friends.

Lessons on Child safety using the Daniel Morcombe online resources and curriculum were delivered by staff. The curriculum in Child Safety from Prep to Grade 6 highlights the

importance of being safe, identifying people who can help when you feel unsafe and includes how to be safe online and what to do if bullying occurs. Throughout the year, we also focussed on consent and being upstanders when feeling unsafe. As part of safety lessons, being safe online was also explored and linked to our ICT agreement.

Our student behavior expectations were refined and made more student-friendly. These are displayed around the school and create a calm and safe environment for our students.

As part of safety, we included water safety into our curriculum from Prep to Year 6. The P-2 students participated in a water safety program. Life Saving Victoria water safety program, including open water excursions for Years 3 - 6 students.

All students also participated in First Aid training delivered by St John's Ambulance. This builds confidence for students to learn the basics of first aid which is an important skill for all.

We continued to deliver the Body Bright program across the school, as a way of educating students and our school community to promote healthy attitude and behavior towards the body, eating and physical activity.

The Peaceful kids program is delivered as a small group intervention for Years 3-6. The 8 week program helps students to lessen the symptoms of anxiety and to build resilience. It teaches them coping strategies when they are feeling worried and stressed.

Lego club was delivered to small groups as well to promote wellbeing, confidence and leadership and social skills.

We value our school psychologist who ensures that children have access to professional support for their emotional and mental health needs when this is required. The psychologist works closely with children, families, and educators to promote overall well-being, offering targeted strategies for managing stress, anxiety, and other emotional concerns as well as providing educational assessments at point of need.

In 2025 we engaged with external organisations to support our wellbeing and social emotional programs.

The Grade 3-4 students worked with Melbourne United Basketball and the Stand Tall Program in their education program to promote values of selflessness, excellence and inclusiveness.

Monty our Story Dog visited weekly to work with Grade 2 students to enhance their reading skills and confidence.

In 2025, for the first time, our senior students worked with Kids Helpline. Grade 5s focused on leadership and Grade 6s discussed transition to High School. We continued to build connections with local high schools to aid transition to Year 7 and with local kindergartens to ensure our Prep students visit regularly as part of the Orientation program.

We also commenced our relationship with the Darebin Council to promote active travel to school. We participated in the WOW program - (walk and wheel once a week). This generated much enthusiasm and we saw an increase in the number of students riding or walking to school.

At St Mary's we continued to give students a voice through various formal and informal leadership opportunities. At the end of 2025 all Grade 6 students were allocated leadership roles for 2026. This will be an exciting change for 2026 in which students will be able to make a positive impact at our school. Students were regularly called upon to give input on school matters via focus groups and surveys. Student-led conferences are now firmly in place, as is goal setting in all areas of learning. Through goal setting students demonstrate the ability to be self-regulated learners by knowing where they are at and where they need to go next in their learning.

The Victorian Learning Commissioners continued to take an active role in representing students and collecting and interpreting data with the aim of improving school life. These elected students from our senior school work with both students and staff in their role. They are led by the Learning and Teaching Leader.

In 2025 we gathered wellbeing data using ACER testing. The information received informed our wellbeing sessions and highlighted cohorts that needed further support in areas of social-emotional learning. Wellbeing data was also received via Zones of Regulation check-ins in Homerooms.

Health and safety remain a priority at St Mary's. All staff are trained in first aid, asthma, epilepsy and anaphylaxis management. In addition, every staff member completes annual training in Mandatory Reporting and Child Safety, and undertakes the Disability Standards in Education course. This ensures a safe and supportive learning environment for all students.

Value Added

Connecting with external organisations: to enhance our Wellbeing and Social-Emotional Learning.

Participated in the Darebin WOW program to promote active travel to school

Student Behaviour expectations refined and updated. These are now more student-friendly and concise.

Leadership roles for all Grade 6 students ready for 2026 implementation.

Student Satisfaction

2025 MASSIS Student data indicated:

- Rigorous Expectation - 67%
- School Engagement - 45%
- School Climate - 45%
- Teacher-Student Relationships - 63%
- Enabling Safety - 52%
- Learning Disposition - 70%
- Student Safety - 60%
- Student Voice - 57%

Student Attendance

An attendance roll is marked twice a day (am and pm) as per the normal school day. Parents are requested to provide in writing, via Operoo, an explanation for non-attendance.

A pro-forma is provided for families to complete if there will be extended leave for a family holiday. Parents will be contacted if regular non-attendance or extended absence information is not passed on to the school.

The Principal or the Office Manager will contact parents about any unexplained absences on the same day, before 10am or as soon as practicable.

Average Student Attendance Rate by Year Level	
Y01	91.73
Y02	93.08
Y03	94.58
Y04	93.29
Y05	94.92
Y06	92.82
Overall average attendance	93.40

Leadership

Goals & Intended Outcomes

Goal

To strengthen a cohesive professional learning community - by implementing a clear and well known learning and leadership architecture.

Intended Outcome

That all staff are engaged in school improvement achievements.

Achievements

2025 saw the introduction of the Lead Principal model across both St Mary's Primary School and St Joseph's Primary School. As Principal, my role was shared daily across both school communities, ensuring a visible and consistent presence for staff, students and families at each site every day. This new model provided opportunities to strengthen collaboration, build shared practices and enhance leadership capacity across both schools.

As part of the Lead Principal model, Michelle Cameron joined the leadership team in term 2, working across both schools as Deputy Principal and Religious Education Leader. Throughout the year, the leadership team worked collaboratively to support the strategic direction of the school and the wellbeing and learning of all students.

The 2025 Leadership Team consisted of:

- Amanda Gill – Deputy Principal
- Michelle Cameron – Deputy Principal / Religious Education Leader (0.5)
- Sharen Maguire – Learning and Teaching / Mathematics Leader
- Tania Calabrese – Wellbeing Leader
- Jennifer Smith – Literacy Leader

A significant focus during 2025 was the School Review process. Staff engaged in a thorough process of self-evaluation and reflection against the Framework for School Improvement, led by Linda Tarraran, MACS Senior Manager: School Leadership. This process provided valuable opportunities to celebrate strengths, identify areas for growth and set future directions for continued school improvement.

Throughout the year, we actively promoted our Catholic identity by holding clearly to the Christian vision of integrating life and faith in all aspects of school life. Educational programs, liturgical celebrations and opportunities for prayer and reflection continued to be valued and prioritised. We also sought meaningful ways to respond to issues of social justice and the needs of our wider society, encouraging students to live out Gospel values through action and service.

Professional learning remained a priority in 2025. All staff participated in ongoing professional learning and development opportunities aligned with the goals outlined in the School Improvement Plan and Annual Action Plan. Staff were professionally supported and challenged to continue developing their knowledge, practice and leadership capacity.

Weekly team meetings and Professional Learning Community (PLC) meetings provided valuable opportunities for staff collaboration, professional dialogue and shared responsibility for improving student learning outcomes.

During 2025, the appointment of a new Business Manager also contributed positively to the school's operations and financial management. Working closely with office staff and the leadership team, improved processes and careful financial stewardship supported a stronger financial position for the school.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
<p>The school showed its commitment to the ongoing Professional Learning of staff by providing opportunities for staff to engage in the following learning:</p> <ul style="list-style-type: none"> • Ed Dooley - Faith Development • InitialLit (Annie) • FLIN • Full First Aid • REL, Literacy and Mathematics Learning Diversity Networks • SIP day (leadership team) • Student agency - goal setting - Helen Butler • RE on-line (Tania may remember the name) • NCCD modules • Mandatory reporting • Leaders participated in the following Catholic Education Melbourne Network Professional Learning programs:- Principal; Deputy Principal; Learning & Teaching; Religious Education; Student Wellbeing; Learning Diversity; Literacy; Maths, flourishing learners. 	
Number of teachers who participated in PL in 2025	25
Average expenditure per teacher for PL	\$800.00

Teacher Satisfaction

MACSSIS staff data 2024 indicates:

- Student Safety - 74%
- School Climate - 74%
- Staff/Leadership relationships - 78%
- Staff Safety - 69%
- Psychological Safety - 62%
- Professional Learning - 34%
- Instructional Leadership - 63%
- School Leadership - 54%
- Collaboration around an improvement strategy - 43%
- Collaboration in teams - 62%
- Support for teams - 65%
- Collective Efficacy - 74%

Teacher Qualifications	
Doctorate	0
Masters	3
Graduate	3
Graduate Certificate	0
Bachelor Degree	11
Advanced Diploma	6
No Qualifications Listed	5

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	27
Teaching Staff (FTE)	20.28
Non-Teaching Staff (Headcount)	15
Non-Teaching Staff (FTE)	8.369
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal:

To build a sense of belonging and inclusiveness within our school and parish communities.

To engage all learners, families and staff to work collaboratively to strengthen student learning outcomes and nurture faith development.

Intended Outcomes:

- That school staff, families and external agencies worked collaboratively to create and strengthen safe, child friendly learning environments
- That connections to engagement in the life of the Parish School were fostered

Achievements

Members of the St Mary's School community, together with the broader community, actively contributed to children's learning and community experiences through participation in, and exposure to, a diverse range of opportunities. Partnerships were also established with external community support organisations to collaboratively support and engage families and students requiring additional assistance.

Achievements taken to build community engagement include:

- Establishment of School Advisory Council
- Introduction of End of Term Markets (community gathering event)
- Student Awards presented at assembly
- Whole school shared Graduation (gr6) ceremony
- Year 5 students participated in Darebin Education Network's Yarning Conference
- Mother's Day/Father's Day/Grandparent's Day celebrations
- Open classroom mornings
- Student-led learning expos
- District sporting events
- School athletics and cross-country events
- Student-Led conferences
- Parent-teacher conferences
- Personal support group meetings for Evidence-Based Intervention programs

- Psychological support for students and parents - assessment opportunities for students with an imputed disability, connecting and liaising with local Allied Health, external support agencies and paediatricians
- Welcoming Allied Health observations onsite
- Accommodating student allied health appointments offsite
- Engaging with CAMHS - Child and Adolescent Mental Health Service
- Sharing information via our fortnightly Newsletter
- Student-led school Assemblies
- Transition program for incoming Prep students & families
- Prep website for incoming Prep student families
- Intervention and special programs including Lego, Peaceful Kids and Reading
- Interventions
- Year 7 transition - supporting parents and students in meetings and communications
- School tours as required by prospective families
- Operoo as a digital platform for school communication
- Used SeeSaw as a communication platform for sharing student learning achievements
- Community reading support program - 'Story Dogs'
- Connected with Parade College- participated in the Manchester City Soccer Program and VCAL students - worked within the school
- Preston Proactive Police Unit - Cyber Safety student sessions
- Interrelate - Online Relationship & Human Sexuality programs for parents and students
- Water Safety program at Ivanhoe Aquatics for our P - 2 students
- Life Saving Victoria conducted water safety programs for all students, including open water excursions for Gr 3 - 6 students
- Italian Day Celebration to celebrate our community diversity
- Christmas concert
- Supporting the St Vincent De Paul Society and their Feast of the Sacred Heart collection
- Accepting Pre-Service teacher placements
- Providing additional supports for students/families at point of need (e.g., stationery, clothing, swimming accessories, uniforms, school camps items and financial assistance)
- Weekly Fruit Box
- Easter and Book week community celebrations including student parades
- Parent involvement and support in excursions
- Parent involvement and support in special learning opportunities in the school eg. cooking
- 'Rossmoyne Rummage' - Families, students and staff collaborating - collecting donations, running stalls and promoting locally
- Santa Maria 'Duke of Edinburgh' students weekly community service
- Onsite activities and Learning experiences including cooking with students on Shrove Tuesday and Italian day

- RSL - Preston Community Student Awards
- Child Protection DFFH - Care Team Meetings to support families and students

Parent Satisfaction

MACSSIS parent data 2025 indicates:

- Family Engagement - 65%
- School Fit - 70%
- School Climate - 82%
- Communication - 53%

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.smthornbury.catholic.edu.au