



Melbourne Archdiocese
Catholic Schools

2025

Annual Report to the School Community



**St Mary of the Cross MacKillop Catholic Parish Primary
School**

47 Farmhouse Boulevard, EPPING NORTH 3076

Principal: Claire Pitcher

Web: www.smcmeppingnth.catholic.edu.au

Registration: 2087, E Number: E1388

Principal's Attestation

I, Claire Pitcher, attest that St Mary of the Cross MacKillop Catholic Parish Primary 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 14 May 2026

About this report

St Mary of the Cross MacKillop Catholic Parish Primary 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

Inspired by the Spirit of Mary MacKillop

Guided by the life of Jesus Christ

St Mary of the Cross MacKillop Catholic Parish Primary School

Is a place of optimism, excitement, excellence and challenge

Where every student, teacher, parent and community member is

Accepted and invited to make a contribution;

Where we seek to fire the imagination and promote a lifelong thirst For God and learning.

'There where you are, you will find God.'

St. Mary MacKillop (1871)

Educational Vision & Philosophy

St Mary of the Cross MacKillop Catholic Parish Primary School, Epping North is part of the mission of the Catholic Church serving and providing opportunities for life in the Catholic Parish of Epping and Epping North,

It honours the diversity of the children and families entrusted to it, shaping its endeavours so that all are drawn forward within its mission, formed by the teachings of Jesus Christ, the Church and the inspired life of St. Mary of the Cross MacKillop.

St Mary of the Cross MacKillop Catholic Parish Primary School is a place of optimism, excitement and challenge, where students, parents and staff see each day as a journey, full of purpose, where intellectual engagement and connectedness to the real world are priorities. Personalizing learning is vital to the success of each child's unique development and preparation for a rapidly changing society, confident, resilient and hopeful.

As a learning community this school thrives in a diverse and flexible environment where an inseparable relationship has been created between innovation, sustainable design and a deep knowledge of how children learn. The learning spaces are open, adaptable and aesthetic, embracing the importance of interaction, communication and collaboration; enabling the learning community to share and learn from each other. The provision of state of

the art technology resources is integral to the school's belief of accessing both the local and global communities.

School leaders will develop a wellbeing culture across the school, and will have a strong presence in the community and broader Parish. The vision of the school will be to reach out, providing structures, processes and procedures for creating links between student wellbeing and improved learning outcomes.

Every student, teacher, parent and community member is accepted and invited to make a contribution to a vibrant school community that seeks to fire the imagination, develop good citizenship and promote a lifelong thirst for God and learning.

At St Mary of the Cross MacKillop we aim to provide a physically safe and emotionally secure environment, where each child feels accepted and respected, and is challenged to work to his/her full potential.

Ours is a community of learners where all students are personally known, encouraged and challenged by a dedicated, caring staff.

We work to ensure that the programs offered, and the teaching in St Mary of the Cross MacKillop Catholic Parish School, supports and promotes the principles and practice of Australian democracy, including a commitment to:

- elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance.

We work as a collaborative team to achieve common goals. We value learning from each other and a culture of learning and continual improvement at SMCM. We believe this will provide the best learning for our students.

School Overview

St Mary of the Cross MacKillop Catholic Parish Primary School is located in Epping North, approximately 24 kilometres north of Melbourne, in a rapidly expanding suburb. The school is situated on Farmhouse Boulevard, named for the historic 160 year old blue stone farmhouse on the school site. The school was officially opened in 2013. St Mary of the Cross MacKillop School is one of three schools in St Peter's Catholic Parish Epping. The Parish Priest is Father Anh Nguyen. The Index of Community Socio-Educational Advantage (ICSEA) value is 1060 with a school percentile of 75%. There are currently 30 LOTE backgrounds represented in the school and 49% of students have a language background other than English.

St Mary of the Cross MacKillop is a child safe school that promotes a child safe culture of safety, wellbeing and inclusion for all children. The student enrolment numbers have continued to grow with a current enrolment of 596 students. The students are arranged in 25 class groupings as follows: Foundation x4, Year 1x4, Year 2 x3, Year 3 x4, Year 4 x4, Year 5 x3, Year 6 x3. There are 50 teaching staff and 20 non teaching staff.

Our innovative and flexible learning spaces provide an environment for collaborative and targeted learning opportunities. The outdoor spaces embrace opportunities for nature play and include expansive play spaces such as a soccer pitch, basketball court, AFL paddock, two adventure playgrounds, sandpits, cubby house and wetlands. Specialist programs are offered in Japanese, Physical Education, STEM, Visual Arts and Performing Arts.

We aim to develop a culture of learning for young people, teacher leaders, and parents by creating the conditions for learner agency and establishing spaces of encounter where all learners feel empowered to inquire into the questions that matter. Grounded in the MACS Vision for Instruction and informed by the Science of Learning, our approach prioritises deep, evidence-informed practices that foster high academic achievement, strong social development, and meaningful faith formation. In cultivating this culture, we seek to bring the richness of the Catholic tradition into dialogue with contemporary culture, forming learners who are capable, compassionate, and spiritually grounded. These next horizons will be achieved through a process of school-wide, evidence-informed professional inquiry in partnership with our broader faith community.

St Mary of the Cross MacKillop Catholic Parish Primary School is grounded in Australia's Contemporary Catholic tradition and guided by the life, actions and spirit of St Mary MacKillop.

Principal's Report

The 2025 school year at St Mary of the Cross MacKillop Catholic Parish Primary School was guided by our school theme: “Be Calm and Full of Hope.” Inspired by the words of St Paul in Romans 15:13 and embraced during the Jubilee Year as Pilgrims of Hope, this theme reminded our community that hope is not passive. Rather, it calls us to trust in God, remain grounded in faith and move forward with confidence, courage and compassion.

Throughout the year, our school community continued to strengthen its commitment to providing a high-quality, evidence-informed and student-centred learning environment deeply grounded in Catholic identity. As we progressed through the second year of our 2024–2027 School Improvement Plan, our focus remained on ensuring that every child experiences both success and belonging.

In 2025, significant work was undertaken to further embed evidence-based pedagogical practices across the school. Guided by the MACS Vision for Instruction and Vision for Engagement, staff deepened their understanding of the Science of Learning, Cognitive Load Theory, Explicit Direct Instruction, and effective “check for understanding” practices. Professional learning and collaborative inquiry focused on improving Tier 1 classroom instruction to ensure all students could access high-quality learning experiences and reduce the need for intervention over time.

Key priorities within our 2025 Annual Action Plan included strengthening explicit phonics instruction in the early years to improve reading fluency, building number fluency and automaticity in Mathematics, and embedding consistent engagement norms and responsive teaching practices across all learning spaces. Staff demonstrated extraordinary commitment to professional growth and reflective practice as they worked collaboratively to improve outcomes for every learner.

A significant highlight of 2025 was the continued transformation of our learning environments. During the year, the final stages of retrofitting our open-plan learning communities with internal glass walls and sliding doors were completed. These improvements have created flexible and responsive spaces that support focused learning while maintaining opportunities for collaboration and connection. This work reflects our ongoing commitment to designing learning environments informed by Universal Design Principles and the diverse needs of our students.

Other highlights from 2025 included:

Exceptional community participation in fundraising initiatives, including Shop for Schools, Frozen Fridays, and community events supporting capital works projects

Strong student engagement and achievement growth across Literacy and Numeracy, supported through evidence-based intervention and consistent whole-school instructional

practices

Positive MACSSIS results demonstrating above-average student perceptions of teacher support, high expectations, and social connection within our community

Continued strengthening of School Wide Positive Behaviour practices and the consistent implementation of the FARM Code to support student wellbeing, engagement and safety

Ongoing partnerships with Melbourne Archdiocese Catholic Schools and professional learning networks to strengthen leadership, curriculum and evidence-informed practice across the school

The success of our school is only possible because of the dedication and professionalism of our staff. I extend my sincere gratitude to every staff member for the care and commitment they bring to our community each day. Their willingness to embrace change, reflect deeply on practice and continually seek improvement is a testament to their dedication to our students.

I especially thank our leadership team for their tireless work in supporting learning, faith formation, wellbeing, compliance and community engagement throughout the year. Their leadership ensures that our school continues to flourish as a place of excellence, inclusion and faith.

I also acknowledge and thank Fr Anh and the parish team at St Peter's Parish for their ongoing partnership and support in nurturing the faith life of our students and families.

To our School Advisory Council, Community and Family Engagement teams, and the many parent volunteers who contribute so generously to school life, thank you for your partnership and commitment to strengthening our school community.

Above all, I thank our students. Their curiosity, resilience, kindness and enthusiasm for learning continue to inspire us every day. They remind us that hope grows when we work together, support one another and trust in God's presence within our community.

St Mary of the Cross MacKillop Catholic Parish Primary School remains a vibrant and faith-filled community where students are known, valued and encouraged to flourish. It is a privilege and blessing to serve as Principal of this remarkable school community.

I am pleased to present this report as a reflection on a year of hope, growth, faith and continued improvement.

Claire Pitcher
Principal

Catholic Identity and Mission

Goals & Intended Outcomes

The identified goal of our School Improvement Annual Action Plan for Education in Faith was:

- To use data-driven approaches and high-impact teaching strategies to optimise student learning outcomes.

The intended outcome was:

- That the school has a charter that documents beliefs and non-negotiables that define teaching and learning aligned with our vision and educational philosophy.
- That a pedagogical plan is developed and documented underpinned by common understandings and through high impact teaching strategies.

Achievements

At St Mary of the Cross MacKillop Primary School, prayer is a foundational element of our Catholic identity and a vital part of our daily life. Each day is framed by prayer, beginning and concluding with our school prayers, while Christian meditation is regularly incorporated into the rhythm of our learning communities, nurturing a reflective and faith-filled environment.

In communion with the Church's celebration of the Jubilee Year of Hope proclaimed by Pope Francis, our school intentionally embedded this theme across learning, prayer and community life. The Jubilee invited all people to become Pilgrims of Hope; people who trust in God's presence, remain calm in times of challenge and bring hope to others through words and actions. This message resonated deeply with our 2025 school theme, "Be Calm and Full of Hope." Throughout the year, students explored what hope looks like in action: showing kindness, practising forgiveness, caring for those in need and trusting in God during uncertain times. Prayer experiences, Homegroup Religious Education learning and liturgical celebrations all echoed this call to be people of hope within our families, homegroups, parish and wider community. Visual symbols of hope were evident across the school and students regularly reflected on how they could be signs of hope for others in their daily interactions. Embedding this Jubilee theme strengthened students' understanding that hope is not simply a feeling but a way of living our faith with courage, compassion and trust in God.

Our partnership with the parish continues to strengthen the faith life of students and families. This was especially evident during the Sacraments of Reconciliation, Eucharist and Confirmation, with 52, 59 and 42 students respectively celebrating across six parish celebrations. The Religious Education Leader and Year 3–6 teachers worked collaboratively

to lead Connectors sessions and Sacramental Family Faith Nights, which were well supported by families. Our parish priest, Father Anh, continues to be a valued partner in helping us live out our mission of bringing the Gospel into our daily lives. Through his guidance, our community has grown in its knowledge of liturgy, the structure of the Mass and the richness of our Catholic traditions.

Through our Faith Life Inquiry approach to Religious Education, we continue to provide students with meaningful opportunities to engage deeply with rich concepts aligned with the Religious Education Framework. Through thoughtful and collaborative whole school and team planning sessions, teachers have engaged in rigorous dialogue; exploring their own and others' perspectives and interpretations of the Gospel. These professional discussions have supported the recontextualisation of Gospel teachings, enabling educators to present them in ways that are relevant, accessible and engaging for students in their learning.

As part of our ongoing commitment to faith and professional growth, staff engaged in dedicated professional learning throughout the year with a strong focus on the Jubilee Year of Hope. This formation invited staff to reflect deeply on their own faith formation and spiritual journey, exploring what it means to be Pilgrims of Hope in today's world and within our school community. In doing so, our staff were empowered to model calm, hope filled leadership for students and to embed these virtues authentically across learning, relationships and community life.

We continue to bring our school vision to life by honouring and celebrating the legacy of our patron saint, Mary MacKillop, in all aspects of school life. This is especially evident on her feast day, August 8, when our community comes together to reflect and give thanks for her extraordinary contribution to Catholic education and service.

Social justice remains integral to our school culture. Throughout the year, students and staff actively engaged in initiatives that reflect our commitment to compassion, empathy and service. During Lent, we focused on supporting those in need within both our local and global communities through the Caritas Australia Project Compassion appeal. Our Year 6 students took a leading role in social outreach by collaborating with the Epping Parish conference of the St Vincent de Paul Society. Their efforts raised awareness and funds for vulnerable members of our local community, including a significant donation of toiletries delivered to the Vinnies Shed as part of the Winter Appeal. The spirit of giving continued into Advent, when our school community came together to support the St Vincent de Paul Christmas Appeal. Thanks to the generosity of our families, we were able to fill 28 hampers with food, gifts, and festive treats; spreading joy and hope to those in need during the Christmas season.

Value Added

Faith Life in Action: Community Highlights

- Parish Sacramental season for candidates across Reconciliation, Eucharist and

- Confirmation, supported by Sacramental Family Faith Nights for each sacrament.
- Whole school liturgical celebrations, including Holy Week and Easter, engaging students in prayerful reflection and active participation.
- Prayer liturgies within learning spaces for community gatherings such as Remembrance Day, Feast days such as All Saint's Day and End of Year celebrations. Feast Day of Mary MacKillop celebrated with a whole-school Mass and a whole school dance performance.
Year 6 Graduation Mass, celebrating students' faith journey, giving thanks for their time in our community and sending them forth with blessings as they transition to secondary school
- Continued the tradition of Caritas Fridays as a day of action, awareness and fundraising for Project Compassion through Caritas Australia.
- Mini Vinnies student team to support the Winter Appeal and raise awareness for the work of the St Vincent de Paul Society.
- Fundraising and awareness initiatives for the St Vincent de Paul Christmas Appeal.

Leadership, Formation and Partnership:

- Education in Faith Leader facilitated whole school Religious Education planning.
- Regular meetings between the Education in Faith Leader, Principal, Parish staff and Religious Education Advisors from MACS.
- Termly Education in Faith staff professional meetings, including input from Pauline Cicutto (MACS).
- Education in Faith Leader attended Northern Region Network meetings each term.
- Ongoing collaboration between Education in Faith Leaders of parish schools and the Parish Priest.
- Education in Faith Leader participated in a pilgrimage to Ireland for faith formation, exploring the Irish Catholic tradition and its influence on Australian faith identity.
- The Assistant Parish Priest visited homegroups to engage directly in Religious Education learning.

Student Voice, Engagement and Witness:

- Students shared their Religious Education learning through whole school displays and gatherings.
- Celebration of Catholic Education Week through a range of faith focused learning experiences.
- Year 6 Faith Leaders worked alongside the Education in Faith Leader to lead prayer at whole school liturgies, Masses and special celebrations such as Mother's Day.
- A whole school 'Holy Week Pilgrimage' through art invited students and families into reflective participation in the events of Holy Week.
- Sharing of learning intentions and success criteria with families via Seesaw, making learning visible and strengthening home and school partnership.

- Active student involvement in whole school Masses, sacramental Masses and liturgies throughout the year.

A measure of Catholic Identity from the MACSIS Surveys:

Staff:

SMCM: 76%

MACS Average: 77%

Student:

SMCM: 64%

MACS Average: 65%

Family:

SMCM: 75%

MACS Average: 66%

Learning and Teaching

Goals & Intended Outcomes

The identified goal of our School Improvement Annual Action Plan for Learning & Teaching was:

- To use data-driven approaches and high-impact teaching strategies to optimise student learning outcomes.

The intended outcome was:

- That the school has a charter that documents beliefs and non-negotiables that define teaching and learning aligned with our vision and educational philosophy.
- That a pedagogical plan is developed and documented underpinned by common understandings and through high impact teaching strategies.
- That student growth in literacy and numeracy outcomes will be achieved with proficient use of data.

Achievements

In 2025, St Mary of the Cross MacKillop School's Learning and Teaching direction was guided by the school theme, "Be calm and full of hope", a principle that strongly reflected the school's steady consolidation of pedagogical practice. Building upon the significant foundations established in 2024, the focus in 2025 shifted from developing knowledge of the Science of Learning to embedding, refining and sustaining evidence-informed instructional practices with increased consistency and reduced variance across Foundation to Year 6.

A defining feature of the year was the deliberate and disciplined use of data to inform instructional decision-making. The school further refined its Assessment Schedule and prioritised the development of staff capacity to analyse, interpret, and triangulate high-quality data sources. Through structured professional learning and collaborative data discussions, teachers strengthened their ability to identify student strengths, pinpoint areas for improvement and determine precise next steps in English and Mathematics. This data-responsive approach enabled more targeted teaching and intervention, closely aligning classroom practice with the MACS Vision for Instruction.

Classroom environments in 2025 reflected stronger routines, more consistent lesson structures, and improved student engagement, supported by the explicit unpacking of MACS' Vision for Engagement. The Curriculum Team continued to provide strategic leadership

through modelling, coaching and targeted professional learning that responded directly to emerging staff needs. A Semester 2 Learning Walk, followed by peer observation trials involving approximately 50% of teaching staff, created valuable opportunities for professional dialogue, reflection and shared practice, further reducing instructional variance across the school.

Evidence of impact was visible across multiple measures. Triangulation of NAPLAN, DIBELS, Acadience and PAT indicated sustained improvement in student outcomes in both English and Mathematics. The staff MACSSIS survey data demonstrated one of the school's strongest results to date, performing above the MACS average across the vast majority of domains. These findings were reinforced by teacher observations and formative data sources, which showed increased student confidence, engagement and success in the classroom, affirming that SMCM is now realising the benefits of the pedagogical and assessment reforms initiated in 2024.

English

In 2025, English remained a strategic priority at SMCM, with a continued and deliberate focus on reading development across all year levels. Recognising that staff were still consolidating whole-school instructional change, the year emphasised consistency, precision and the purposeful use of data to refine teaching practice.

In Foundation to Year 2, explicit phonics instruction continued through Little Learners Love Literacy, supported by strong instructional routines and targeted intervention. In Years 3 to 6, the use of OCHRE novel studies supported the explicit teaching of the components of literacy, language and literature. Across all year levels, teachers made increasingly intentional use of DIBELS data to benchmark student progress, identify instructional needs and plan targeted next steps.

Daily Reviews remained a core feature of English instructional model, with teachers moving beyond static implementation towards thoughtful adaptation to meet the needs of students. This refinement reflected growing confidence in applying Rosenshine's Principles of Instruction and retrieval practice to support long-term retention. The Curriculum Team provided additional guidance to support implementation of the revised Victorian Curriculum English 2.0, including the development of planning tools and documentation to assist staff in navigating the shift from modes to strands. These supports strengthened instructional clarity and consistency, while maintaining a clear focus on improved reading outcomes.

Mathematics

Mathematics teaching in 2025 was built directly upon the explicit instruction and curriculum

reforms introduced in 2024, with an increased emphasis on fluency and data-informed decision-making. Teachers continued to refine their use of OCHRE Mathematics resources, demonstrating greater intentionality in adapting lessons to meet the needs of learners.

A significant development in 2025 was the establishment of fluency as a non-negotiable component of the Mathematics instructional model. This focus emerged from careful analysis of student data and was supported through targeted professional learning for leadership and teaching staff. Using Acadience data, teachers strengthened their understanding of mathematical fluency and its role in developing automaticity, efficiency and supporting their working memory.

Daily Reviews and cumulative practice remained embedded across Mathematics classrooms, supporting the retrieval and consolidation of learning. Mini whiteboards continued to be used as effective tools for student engagement and formative assessment, enabling teachers to check for understanding and adjust instruction in real time. Mathematics meetings provided structured opportunities for staff to collaboratively unpack OCHRE resources, supporting shared understanding of critical mathematical understandings and consistent implementation across year levels.

NAPLAN Numeracy results in 2025 reflected the positive impact of the school's continued focus on explicit instruction, fluency building and data-informed teaching practices. In Year 3, 70% of students achieved proficiency in Numeracy, exceeding the school's two-year average of 66%. Similarly, 79% of Year 5 students met the proficient standard above the two-year average of 75%. These strong results demonstrated sustained improvement in students' mathematical understanding, number sense, fluency and problem-solving capabilities.

The transition to Victorian Curriculum Mathematics 2.0 required careful navigation. With reporting requirements shifting from three progression points to a single Mathematics judgement, staff worked closely with the Curriculum Team to develop clear reporting statements aligned to skills and knowledge across all strands. To support transparency and shared understanding, the school hosted a Parent Mathematics Information Evening, which was very well received and strengthened family engagement. Collectively, Mathematics in 2025 reflected increased instructional coherence, assessment literacy and a strong commitment to improving student outcomes.

Student Learning Outcomes

The results of NAPLAN 2025 have helped to prompt robust discussions including instructional practices, assessment, analysing data and supporting students' needs. These discussions will be instrumental in informing and shaping our strategic decisions for 2025. We remain committed to supporting all students to reach their full potential in Literacy and Numeracy.

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	402	54%	399	50%
	Year 5	499	63%	496	68%
Numeracy	Year 3	408	70%	405	66%
	Year 5	505	79%	501	75%
Reading	Year 3	390	63%	392	64%
	Year 5	490	76%	491	76%
Spelling	Year 3	414	70%	408	66%
	Year 5	491	77%	493	76%
Writing	Year 3	423	84%	417	82%
	Year 5	488	79%	492	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

The identified goal of our School Improvement Annual Action Plan for Student Wellbeing was:

- To enhance student engagement, agency and perceptions of safety through student voice in learning and decision-making.

The intended outcomes to meet this goal were:

- That staff have a deep understanding of the complex needs of diverse learners to inform the strategies that support all to flourish.
- That students use the 'Confident Learner Dispositions' to reflect on their learning and set challenging goals in literacy and numeracy.
- That a School Wide Positive behaviour approach is consistent and supported by all.
- That students have voice and agency to be active decision makers in the life of the school.

Achievements

At St Mary of the Cross MacKillop Catholic Primary School (SMCM), student wellbeing is at the heart of our educational approach. A School-Wide Positive Behaviour (SWPB) school, we recognise that strong, respectful relationships are foundational to successful learning and personal growth.

Our student code of behaviour is guided by the FARM Code. The letters of the FARM Code represent the behaviour expectations where F: Friendly, Fair and Flexible, A: Act Safe, R: Respect for self, others and the environment, M: Make Good Choices. The FARM Code is explicitly taught and embedded across all aspects of school life, fostering a positive and inclusive culture. Learning Community Gatherings play a significant role in reinforcing these shared expectations by providing opportunities to celebrate student achievements through the presentation of SMCM FARM Code Awards and Saint Mary MacKillop Awards.

To further support student wellbeing and learning outcomes, staff engage with the Department of Education's Respectful Relationships curriculum, ensuring programs align with both student needs and the Victorian Curriculum. In 2025, SMCM continued to strengthen staff capacity in supporting student emotional regulation and behaviour

management through professional learning informed by Cognitive Load Theory and the Science of Learning.

Child Safety remains a priority across all areas of school practice. Each term, all staff participate in comprehensive professional learning that includes the Child Safe Standards, Mandatory Reporting obligations, PROTECT protocols, reportable conduct procedures, and effective student supervision practices.

Child Safe Standards

At St Mary of the Cross MacKillop Catholic Primary School, the care, safety and wellbeing of children and young people is our central and enduring responsibility. This commitment is deeply grounded in the teachings and mission of Jesus Christ, where love, justice and the dignity of every person are at the heart of the Gospel.

We are committed to creating a nurturing and inclusive environment where every child feels safe, respected and heard. All concerns relating to child safety are approached with sensitivity, dignity and respect. Members of our school community are encouraged to raise concerns with confidence, knowing they will be taken seriously by school leadership and managed according to governing guidelines. SMCM maintains a zero tolerance for child abuse and is committed to the highest standards of child safety.

Our school works in close partnership with families and the wider community to ensure collaborative decision-making processes, particularly in matters relating to child safety and wellbeing. The 11 Child Safe Standards have been presented to staff and the School Advisory Council. The standards reflect a strong focus on fostering a culturally safe environment where the identities, cultures and experiences of Aboriginal and Torres Strait Islander children and young people are respected and valued.

MACS policies inform our codes of conduct and ensure processes are built upon respectful, honest and trusting relationships. All adults who enter our school, including staff, clergy, volunteers, contractors and parents, share the responsibility for promoting the wellbeing and protection of children and young people by adhering to school procedures. MACS compliance meets legislative requirements in cooperation with Church authorities, government agencies, police and human services.

As part of our ongoing commitment to child safety, SMCM regularly reviews and strengthens policies and practices relating to student wellbeing, care and protection. Staff undertake annual Child Safety Standards training and complete Mandatory Reporting modules to ensure continued understanding of their responsibilities.

Our Child Safety Code of Conduct is publicly accessible through the school website, newsletters and digital communication platforms. Each year, students engage with child-friendly versions of the Child Safe Standards and Code of Conduct to ensure they understand their rights and feel empowered to speak up. All volunteers are required to hold a

valid Working With Children Check (WWCC) and acknowledge the Child Safety Code of Conduct before participating in school activities.

Students are encouraged to voice concerns and discuss issues relating to safety and wellbeing within their homegroups, with the Wellbeing Leader, or with a trusted adult. Age-appropriate lessons addressing child safety and respectful relationships are delivered throughout the year and reinforced through whole-school initiatives and awareness days such as Day for Daniel, National Day of Action against Bullying and Violence, and eSafety Day.

Value Added

- Family Welcome Meetings at the beginning of the year
- Prep Orientation program to support transition to school
- Prep Family Welcome Picnic in Term 1
- Socio-linguistic profiles to support students with English as an additional language
- Embedding PBL: Naming and noticing positive behaviour using the FARM code (raffle tickets given)
- Staff Professional Learning: School-Wide Positive Behaviour, Child Safety updates, Behaviour support, and Restorative Conversations
- Parent Nights: Year 5 and 6 Puberty evening. CyberSafety evening.
- Mothers, Fathers, and Grandparents morning celebrations
- Student Wellbeing Support Group meetings for students at risk
- Afternoon Gatherings to celebrate and recognise student learning dispositions and the FARM Code
- School Counsellor 5 days onsite to support students
- Active Supervision during all yard duties to support students' play on the yard
- Activity clubs supervised by staff are available at all breaks to support our students' social skills and friendships
- Additional resources were purchased to support individual or groups of students during break times e.g. sandpit toys, Lego, card games, board games, drawing materials
- First Aid, Anaphylaxis, and CPR training for all staff
- Prep and Year 6 Transition programs

Student Satisfaction

A measure of Student Satisfaction from the MACSIS Surveys:

Student Voice:

SMCM: 58%

MACS Average: 57%

School Belonging:

SMCM: 69%

MACS Average: 69%

School Engagement:

SMCM: 49%

MACS Average: 50%

Rigorous Expectations:

SMCM: 77%

MACS Average: 76%

Student Attendance

SMCM's school attendance procedures adhere to the policy applicable to all MACS schools. Attending school every school day for the whole day enables students to participate in the school's educational program as well as develop their social skills. Regular attendance enables the school to:

- plan an organised educational program that is delivered in a consistent way and has continuity
- facilitate shared student learning experiences that support the educational program
- monitor student progress and adjust the educational program to meet student needs.

All MACS schools must document their school-based procedures for monitoring and recording attendance. To meet legislated requirements and discharge a school's duty of care, school staff must record student attendance twice per day. Attendance must be recorded, including the reason given for each absence.

A flow chart provides a description of how non-attendance is managed by the school. The school contacts the student's parents /guardian about any unexplained absences, on the same day, as soon as practicable, before 11:00am.

Average Student Attendance Rate by Year Level	
Y01	90.03
Y02	90.73
Y03	91.27
Y04	91.19
Y05	90.66
Y06	89.65
Overall average attendance	90.59

Leadership

Goals & Intended Outcomes

The identified goal of our School Improvement Annual Action Plan for Leadership & Management was:

- To build leader and teacher capacity through systematic opportunities for coaching, peer observation and feedback from a knowledgeable other.

The intended outcomes to meet this goal were:

- That staff strategically reflect individually and collegially on their role, our purpose and practice to align with the vision and educational philosophy for continuous improvement.
- That staff have an understanding of feedback, its purpose and implementation to drive school improvement.

Achievements

St Mary of the Cross MacKillop Catholic Parish Primary School's Leadership Team continued to model our school vision throughout 2025, demonstrating a visible, relational and improvement-focused approach to leadership. Leaders were actively present in all aspects of school life - welcoming students and families each day, supporting supervision and wellbeing in the yard, engaging in learning walks and pedagogical practice and working alongside staff and students within our learning communities. Leadership presence remained central to fostering a culture of connection, high expectations and continuous improvement.

Guided by our 2025 school theme, "Be Calm and Full of Hope," and grounded in our 2024–2027 School Improvement Plan, leaders worked collaboratively to strengthen both student outcomes and staff capability. Leadership priorities centred on building a high-quality, student-centred learning environment rich in Catholic identity, where learning, safety and wellbeing are fundamental to success.

Throughout 2025, school leaders continued to enact strategic goals focused on:

- using evidence-informed, data-driven approaches to improve student learning outcomes;
- strengthening staff proficiency in analysing and responding to literacy and numeracy data;
- embedding a shared pedagogical vision aligned with the MACS Vision for Instruction and Vision for Engagement

- enhancing student engagement, agency and perceptions of safety;
- strengthening inclusive practices to support diverse learners;
- embedding a consistent School Wide Positive Behaviour (SWPB) approach across the school; and
- building staff and leadership capacity through coaching, peer observation, feedback and collaborative professional learning.

A significant focus in 2025 was the continued implementation of the MACS Vision for Instruction and the refinement of whole-school pedagogical practices. Leaders worked intentionally to become “knowledgeable others” for staff, investing deeply in their own professional growth to lead instructional change with clarity and consistency. This included ongoing participation in evidence-based professional learning and the facilitation of collaborative staff learning opportunities.

Leadership also remained focused on creating learning environments that optimise student engagement and success. In 2025, this included the completion of the final stage of retrofitting open-plan learning spaces with glass dividing walls and sliding doors, creating flexible environments that support focused learning while maintaining collaboration and connection. These improvements reflected our commitment to reducing extraneous cognitive load to maximise student learning outcomes.

The impact of this leadership approach was reflected positively in MACSSIS Staff Survey data. In the domain “Collaboration Around an Improvement Strategy,” the school achieved a result of 85%, representing continued growth and scoring 14% above the MACS average. This data affirmed the strong culture of collaboration, trust and shared responsibility that exists across the school community.

Our leadership team’s willingness to lead with courage, vulnerability and hope has continued to strengthen a culture where staff feel supported to learn, reflect and grow together. As a learning community inspired by the example of St Mary MacKillop, we remain committed to ensuring every decision, strategy and action supports the flourishing, wellbeing and success of all members of our community.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2025
Extending Mathematical Understanding
First Aid Training including CPR, Asthma and Anaphylaxis
Emergency Management Warden training
Mandatory Reporting Online Module
Japanese Teachers Association Conference
ACHPER Conference for Physical Education Teachers
Zart Art Book Week Workshop
Little Learners Love Literacy
Talk for Writing
Sounds-Write Synthetic Phonics
Exploring Explicit Instruction in Mathematics
Teach Well Professional Learning
MACS Flourishing Learners Conference
SOLAR Lab (La Trobe / AERO) - Beginner and Intermediate (F-2)
MACS Inspired to lead Ireland Pilgrimage
2025 Australian Catholic Education Conference
Staff Faith Formation
School Wide Positive Behaviour for Learning
Melbourne Archdiocese Catholic Schools Regional Networks for school leaders:
Student Wellbeing Cluster Network days
Principal & Deputy Principal Networks
Religious Education Leaders Network
Learning Diversity Leaders Network

Expenditure And Teacher Participation in Professional Learning	
Mathematics Leaders Network	
Literacy Leaders Network	
Number of teachers who participated in PL in 2025	75
Average expenditure per teacher for PL	\$1012.20

Teacher Satisfaction

A measure of Staff Satisfaction from the MACSIS Surveys:

Collaboration in Teams:

SMCM: 84%

MACS Average: 73%

Support for Teams:

SMCM: 82%

MACS Average: 70%

Professional Learning:

SMCM: 73%

MACS Average: 64%

Teacher Qualifications	
Doctorate	0
Masters	4
Graduate	7
Graduate Certificate	1
Bachelor Degree	31
Advanced Diploma	3
No Qualifications Listed	16

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	59
Teaching Staff (FTE)	50.59
Non-Teaching Staff (Headcount)	30
Non-Teaching Staff (FTE)	22.89
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

The identified goal of our School Improvement Annual Action Plan for Community Engagement was:

- To enhance student engagement, agency and perceptions of safety through student voice in learning and decision-making.

The intended outcomes to meet this goal were:

- That staff have a deep understanding of the complex needs of diverse learners to inform the strategies that support all to flourish.
- That a School Wide Positive behaviour approach is consistent and supported by all.
- That students have voice and agency to be active decision makers in the life of the school.

Achievements

2025 was a year grounded in our school theme, “Be Calm and Full of Hope.” Throughout the year, the SMCM community embraced opportunities to strengthen connections, nurture wellbeing and continue building a positive and supportive environment for all students and families. Reflecting on our journey together, we focused on creating calm, consistent and hopeful experiences that allowed every member of our community to feel valued, known and supported.

We warmly welcomed our new Prep families into the SMCM community through events such as Prep Transition mornings, Parent Information sessions, the Prep Family Information Evening and our much-loved Prep Family Welcome Picnic. These opportunities helped families build relationships and begin their school journey with confidence and optimism.

Individual assessment meetings prior to the commencement of the school year provided students and their families with the opportunity to become familiar with their learning spaces and teachers in a calm and supportive setting. Throughout the year, staff continued to greet students and families by name at the gates each morning, reinforcing the strong sense of belonging within our school community.

Family engagement remained an important focus in 2025, with families encouraged to participate in all aspects of school life. Our online communication platforms, including

Instagram, Seesaw Class, Audiri App and Year Level Facebook Groups, continued to play a valuable role in keeping families informed and connected. Weekly “What’s On” reminders through Audiri and regular updates via Instagram supported families in staying organised and engaged in the many events and opportunities throughout the year.

This year we were excited to receive third prize of \$10,000 in Pacific Epping Shopping Centre’s ‘Shop for Your School’ campaign. This was truly a community effort as families worked together to share ideas to earn more points for the school tally. The funds were put towards the final installation of glass sliding doors and partitioners to make our final learning space even more flexible.

The year concluded with joyful celebrations that reflected our theme of hope and community, including the whole school End of Year Picnic and Christmas Carols, the Year 6 Graduation Mass and the whole school End of Year Liturgy and Mass.

Some of the other activities undertaken to engage families and community:

- Continuation of Community and Family Engagement Leader role
- Successful continuation of Sacramental Program for Reconciliation, First Eucharist and Confirmation
- On site family faith nights to support students and families in preparing for Sacraments
- St Mary MacKillop Feast Day whole school liturgy and whole school dance performance, including a week of dance classes in the lead up.
- Prep ‘Getting to know you” Transition Mornings and Parent Information sessions
- Installation of sliding doors and dividing glass panels for increased flexibility of The Lane building space
- Whole School End of Year Liturgy
- Year 6 Graduates’ Guard of Honour procession with their parents, siblings and Prep buddies
- Mother’s Day stall and morning
- Prep Family Welcome Picnic
- Extremely successful 2025 School Community Fair
- Socio-linguistic profiles completed on all new students and any Prep students identified as possibly being of EAL background
- Participation in Pacific Epping Shopping Centre’s Shop for your School Campaign and 3rd place winners of \$10,000
- Student representatives attending Epping RSL for ANZAC Day and Remembrance Day services
- Galada Kindergarten visits as part of their ‘Getting Ready for School Program.’
- Year 6 Graduation Mass
- Year 6 Final Fun Day at Funfields Theme Park

- Celebration of Learning at the end of Term 3
- SMCM Christmas Carols and fundraising Sausage Sizzle
- School Athletics Carnival including surprise Teacher Character Race
- Sports Colours Day celebrations including Kaboom Sports incursion
- Caritas Australia appeal
- Vinnies' Winter Appeal Toiletry Drive
- Whole School Book Character Parade for Book Week
- Weekly afternoon Gatherings within Learning Communities
- SAC- School Advisory Council met each term
- Foundation 2026 playdates, enrollment meetings, Information Evening, and Facebook group creation and kinder visits conducted Four Orientation Sessions for Prep 2026 students which enabled classes to be finalised prior to the end of 2025
- Use of Seesaw for sharing Online Learning Logs
- Participation in Walk Safely to School Day
- Father's Day stall and special morning
- Grandparents' Day special activity afternoon
- Learning Conversations and Program Support Group meetings conducted on site in person
- Use of Interpreters both in person and online/over the phone for families needing them for
- PSGs and Learning Conversations, Welcome Meetings, transition meetings.

Parent Satisfaction

A measure of Family Satisfaction from the MACSIS Surveys:

Communication:

SMCM: 79%

MACS Average: 73%

Barriers to engagement:

SMCM: 65%

MACS Average: 64%

Family Engagement:

SMCM: 42%

MACS Average: 47%

Families Perceptions of and Engagement with the overall Catholic Identity of the school:

SMCM: 75%

MACS Average: 66%

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.smcmeppingnth.catholic.edu.au