



Melbourne Archdiocese
Catholic Schools

2024

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

Attested on 16 Jun 2025

About this report

St Mary's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

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

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

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

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

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

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

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

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

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

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

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

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

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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 2024, St Mary's School had an enrolment of 162 students.

The students were organised into 8 class groupings: 1 x prep; 2 xYr 1/2; 2 x3/4; and 3 x5/6

The school had 34 staff made up of 8 full-time teaching staff (including the Principal and other leaders), 11 part-time teaching staff (5.6 FTE), 3 part-time Administration Officers (1.64 FTE) and 12 part-time learning support staff (6.13 FTE).

Our staff Leadership roles included a Deputy Principal; Learning & Teaching Leader; Learning Diversity Leader; Literacy Leader; Mathematics 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 2024, St Mary's School implemented the third year of our 4-year School Improvement Plan.

A significant focus for the school has been to develop ourselves as an 'Evidence-Based Learning School'. We plan for learning based on the evidence of what children have demonstrated they already know and can do. Learning is student-centred. Children are supported to learn at their point of need.

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 OSHClub.

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

From the very start of my role as Principal of St Mary's, I have had great confidence that every child enrolled at our School would be given every opportunity to learn to their potential.

I continued to be impressed by the dedication of the staff, their eagerness to prepare thoroughly for the children's learning, and their willingness to support each other to meet the needs of the children. I have been very happy to be a part of this team.

There is something special about the children at St Mary's. They have a genuine gratitude that is on display to each other and to all they come into contact with. They have a desire to be the best learners they can be and to help others to be their best.

Our Parent Community is supportive and acts in the best interests of all the children. I believe the community at St Mary's epitomises the concept of "It takes a village to raise a Child".

There is a focus at St Mary's on genuine learning and on the wellbeing of our students. These things are easily seen and heard constantly around the school. It is plain to see the emphasis on learning dispositions, and the children are able to articulate the importance of each of the dispositions. The children are able to talk about their learning in such a way that clearly demonstrates they understand how they learn best. The children support each other in their learning and in making good behaviour choices. These things haven't come about by accident. The staff place great importance on developing these dispositions, these positive growth mindsets with the children. And our parents are a wonderfully positive support for the children and staff.

I concluded my time as Principal of St Mary's at the end of term 3 in 2024, when I retired. Writing this report provided a great opportunity to reflect on the gratitude I feel for having had the chance to serve this wonderful school community. After working in education for over 40 years, my time spent at St Mary's was amongst the happiest and most rewarding period of my career.

I wish St Mary's every success in the years ahead and know it will continue to thrive. I encourage all members of the School Community to make the most of the opportunities St Mary's provides.

Report prepared by Christopher Ray
Principal 2021- term 3 2024

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

In working towards our intended outcomes we continued to develop an environment that:

- Facilitated weekly, structured prayer and faith formation sessions to support the ongoing spiritual development of staff and students
- Enriched the spiritual life of the school by leading and demonstrating a range of prayer styles
- Strengthened the Religious Education program by facilitating the staff's application of the "Pedagogy of Encounter"
- Continued the school's commitment to reconciliation by embedding authentic Indigenous perspectives into social justice programs and initiatives

St Mary's Catholic Primary School continued to work to enhance its Catholic identity and deepen its faith journey. We work closely with the Religious Education Leaders of the other schools in the four Parishes and our two Parish Priests by meeting once each term. We met with the Parish and Priests, to plan, organise and sustain an ongoing sacramental faith journey. We continually engaged in a dialogical setting as a Parish and School team to ensure faith and life found a meeting place.

We strive to provide opportunities for all stake-holders to be hope-filled agents and faith-filled followers of Christ, who are outward-looking and brave, as we work together to make our

school communities and the world a better place. This is our calling in Jesus's mission to share the light of the world today.

Our 'Social Justice Team' has a clear 'lens' of outreach support, to Catholic and secular initiatives, across the year. It was decided that there are two elements within this Team's work - one is the call to action and the other is education.

Our Religious Education curriculum and Pedagogy of Encounter at St Mary's Catholic Primary School is a call for a faithful community that drives a sense of mission, the Traditions and Catholic Identity of our school.

We continued exploring the concept of 'going deeper' within Religious Education sessions by:-

- using provocations - fertile and rich questions were posed as well as tapping into student questions to identify 'where to next?' in their learning
- ensuring rich Gospel Values sessions occurred
- incorporating sacramental learning across all levels, Prep - grade 6
- implementing P-6 big concept 'I can' statements to assist learners to reflect on their learning
- using the head, heart, hands model (Knowledge, Reasoning/Responding and Community Engagement) when planning, assessing and reporting on units of work

This type of thinking is developed by having regular facilitated planning sessions within our collaborative planning process where teachers are encouraged to enter into dialogue around the learning, and at times they become the learners themselves to attend to their own professional development. Following this, our aim is to create deep learning and powerful teaching to animate learners in Religious Education.

Our school-based Sacramental Programs for the Sacraments of Reconciliation, Eucharist and Confirmation were all taught across the year and candidates were well prepared for their sacrament. We were able to present all parent and candidate formation opportunities for all Sacraments. This allowed time for the parents to reflect and talk about the importance of journeying with their child at this time of preparation. Parent feedback told us that the sessions were meaningful to them.

Praying together was a major focus for us and, as a staff, we prayed together weekly with thought and consideration. There is evidence that the time and thought being placed on this has made prayer a visible element in our staff room, and classrooms, which has enhanced the classroom prayer experience for our students, and we know from MACSSIS data that the students want more of this.

We prioritised our Professional Learning in Religious Education and targeted specific learning for teachers on site.

The learning for staff has been in -:

- creating Learning Intentions and Success Criteria related to learning in Religious Education, allowing students the opportunity to know how they can be successful
- deepening our knowledge about the Pedagogy of Encounter led by our MACS RE advisor
- the development of shared assessment proformas and data spreadsheets for Prep-6
- pre and post testing for Religious education units
- moderating of assessment during facilitated planning with staff
- unpacking scripture in a meaningful way for young learners
- deepening our knowledge and understanding of Aboriginal perspectives.

Value Added

- Rich dialogue around how to use the new Religious Education Framework and the progression levels in real units of work.
- Deep thinking and learning have driven our robust and rigorous Religious Education curriculum.
- Religious Education is integrated throughout our school life and key learning areas and is based on the Horizons of Hope - Pedagogy of Encounter.
- A student Social Justice Team was in place again in 2024, under the guidance of key staff members, creating opportunities for fundraising, resourcing and awareness-raising for local and global community causes with a strong educational element to the action.
- Endeavour to make connections to students' own faith journeys - religions
- Use of rich provocations and visual templates in Religious Education lessons for students' faith formation and development.
- Altar server training was conducted, and a roster system developed for senior students to serve at weekly class Masses.
- Celebration of Parish Centenary Mass, with members of school staff joining the organising committee.
- 'Action in Faith' award presented for a Year 6 student.

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

- Embedded explicit teaching was targeted at the needs of the student 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 a 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 around the area of writing, to increase student engagement and motivation and build writing stamina.
- Termly moderation of writing using a agreed rubric across all levels of the school
- Planned and implemented oral language stations to build vocabulary and support speaking and listening
- Reviewed our Evidence-Based Learning elements, such as: 'self-regulated learners'
- Embedded the 'School Learning Model' to support teachers' in planning effective model structured lessons that has students engagement considered.
- Trialled '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
- Learning focus sheets streamed-lined at individual staff needs
- Teachers actioned a personal SMART goals around Mathematics and celebrated them each term

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 is continuing to be a strong focus to ensure relationships between staff are occurring. 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 focus where explicit teaching occurred and observations and next steps of learning were documented.

As an Evidence-Based Learning school, the continued focus has been on impact, by intentional design of practice and utilising data and evidence of student achievement 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 support the embedding of Evidence-Based Learning, the school redesigned the learning routines, structures and strategies that improve learning for students and staff. There was time spent unpacking the Learning Dispositions and how they are used to support learners. The focus was to make them a habit for all learners within the school community. There were new school based posters and other resources to be more child-friendly and colourful.

St Mary's staff continued to embed an Evidence-Based Learning Structure and Framework, with an emphasis on English and Numeracy. 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 analyse by using the St Mary's Writing rubric. This data drove the next steps of learning in Writing. Junior staff participated in Professional Learning about the "Book Making" approach and "eco Literacy" while the middle and senior staff continued to implement the 'Seven Steps to Writing Success' strategies in their practice. Both pedagogical approaches aim to teach students to think like writers and write in a creative, engaging and purposeful way. The focus was on having 'choice' and 'voice' in writing, in order to motivate students and build writing stamina.

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 were introduced to 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 2024, 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 2024:

- 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.

The Year 3 NAPLAN data indicates our students performed above state mean in Spelling, and close to average in Reading, Writing, Grammar and Numeracy.

The Year 5 NAPLAN data indicates our students performed above standard in Reading and Writing, and close to average in Spelling, Grammar and Numeracy.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	399	64%
	Year 5	495	67%
Numeracy	Year 3	416	73%
	Year 5	490	74%
Reading	Year 3	408	73%
	Year 5	509	85%
Spelling	Year 3	431	82%
	Year 5	497	70%
Writing	Year 3	424	91%
	Year 5	521	85%

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

Student Wellbeing

Goals & Intended Outcomes

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

Developing the wellbeing of our students is central to our purpose as a school and is reflected in our Vision.

In 2024 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.

We again worked with Evolve Education to empower students to operate positively in a digital world. Lessons were delivered by teachers and Evolve Education staff ran an incursion with students and an information night online with parents/carers. This is inline with Child safety standards. Later in the year the Preston Policing unit also visited students to reintegrate the message of being safe online.

A new ICT agreement was created for all year levels with an emphasis on being safe online and protecting themselves and others. The Hapara management system was introduced as a safety measure to ensure students are on appropriate websites.

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

In 2024 we introduced Body appreciation as a way of educating students and our school community to promote healthy attitude and behavior towards the body, eating and physical activity. Staff undertook professional learning in the Body Bright Program throughout the Butterfly Foundation and a number of staff became leads in the program. The program was delivered in Years 1-4 with 6 formal sessions and follow up lessons to consolidate learning. The program was well received by students with 59.4% stating they felt an increase in confidence in their body and appearance since undertaking Body Bright Program. 65.7% said the program made them think more about their bodies while 71.9% stated they reflected more on how they treat others in this space.

In the senior levels Body appreciation was taught through the Embrace Kids classroom program delivered by Homeroom teachers. The level came together in the hall with parents and carers in our community to watch the documentary EMBRACE KIDS and this led to follow up discussion and sessions in class and with caregivers at home.

The Peaceful kids program continued to be 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 and teaches them the skills to use. The two staff members delivering the program attended further training and in 2024 began to deliver Peaceful Kids version 2, to students who had already participated in Peaceful Kids but who required further support with the same structure as the original Peaceful kids program.

In 2024 we engaged with external organisations to support our wellbeing and social emotional programs.

Carlton Road to Respect program was presented to the senior students. This focused on respect and equality. One of our students went on to represent our school at the Carlton Respect game held in June at the MCG. In applying for the opportunity, she stated The Road to Respect Program taught me about gender equality, that no one is better than the other, and everyone deserves to be respected, no matter what. It also taught me to be an upstander when I see someone being treated wrongly, when it is safe to."

Students in Prep-Grade 4 engaged with author Kylie Allen on the theme of being brave. The incursion used her book "As brave as can be" to foster discussions around being brave and standing up for others and for yourself.

At St Mary's we continued to give students a voice through various formal and informal leadership opportunities. Students were regularly called upon to give input on school matters via Google Forms, focus groups or 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 to improve 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 2024 we continued to use ACER testing to collect Wellbeing data. The information received informed our wellbeing sessions and highlighted cohorts that needed further support in areas of social-emotional learning. Data was also received via Zones of Regulation check-ins in Homerooms. Data was also collected to evaluate the programs we offered such as Peaceful kids, Body Appreciation and Respect programs.

Operoo is the platform for parents/carers to list student medical needs. Staff were all trained in First Aid, CPR, Asthma Management, Anaphylaxis Management and Epilepsy Management. Epipens are centrally recorded via the Epiclub portal and the school receives notification when these are due to expire. All students Prep - 6 have a yearly incursion with St John's Ambulance focusing on First Aid and how to assist in the case of a medical emergency.

The school psychologist Tracey Bentin continued to provide valuable support to students, parents and staff in her 2 days per week at the school.

In 2024 we embedded the Student Behaviour Support Policy and school-wide expectations into our school and this will continue to be reviewed by our school community. These are on display in each Homeroom and learning space. The three tier approach was developed by staff and used to assist in managing behaviours at the school.

All staff throughout the year participated in Team Teach Level 1 training which introduced positive behaviour strategies for de-escalation, risk reduction and relationship building to support challenging behaviours.

In 2024, we created buddy teams which allowed each incoming Prep to have a small group of Grade 6 buddies to act as a team to help them transition to primary school. The Grade 6s created video introductions which were sent home during the Orientation process and these were well received by our newest students and their families

Value Added

- Connecting with external organisations: i.e. The Carlton Football Club, Evolve Education, The Butterfly Foundation and Story Dogs to enhance our Wellbeing and Social-Emotional learning.
- Professional Learning in the area of Body appreciation and implementation of the Body Bright program Years 1-4 and Embrace Kids curriculum in Years 5-6. Documentary of Embrace Kids held as a public screening in our school Hall for all senior students and all school families invited.
- All staff throughout 2024 completed "Team Teach level 1" training which explored the function of behaviour, the legal framework in which we operate as well as looking at escalation vs de escalation strategies.
- Student Behaviour policy updated with 3 tiered level of support to help manage behaviour.
- Whole school rules that are simple and concise for all students to understand.
- Digital citizenship training by staff, Parent Workshop and explicitly taught curriculum from P-6 to enhance the capability of our students to be safe and responsible in our ever changing digital world.
- A new ICT agreement for students was created and used in 2024 and Hapara management system introduced.

Student Satisfaction

2024 MASSIS data indicated:

- Rigorous Expectation - 70%
- School Engagement - 46%
- School Climate - 48%
- Teacher-Student Relationships - 55%
- Enabling Safety - 51%
- Learning Disposition - 80%
- Student Safety - 46%
- Student Voice - 50%

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 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	91.7
Y02	93.1
Y03	94.6
Y04	93.3
Y05	94.9
Y06	92.8
Overall average attendance	93.4

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

In 2024, the Leadership Team consisted of Chris Ray (Principal, terms 1-3), Kevin Gleeson (Interim Principal, term 4), Amanda Gill (Deputy Principal and Learning Diversity Leader), Sharen Maguire (Learning & Teaching Leader) and Tania Calabrese (Wellbeing, term 4).

Our School Improvement Team added Jane Grapsas (Literacy Leader), Tania Calabrese (Student Wellbeing Leader), Louise Alonso (ICT Leader- first 6 months) and Brad Sacco (Religious Education Leader), Brendan Ooi (Maths Leader Semester 1) & Hari Mathios (Maths Leader Semester 2)

In 2024, we implemented the third year of our 4-year School Improvement Plan that was developed during 2021 by all staff with support from the Team at the Northern Region Office of Melbourne Archdiocese Catholic Schools (MACS).

The Leadership Team continued to strive to promote school life and learning with Christ as its foundation and model. We sought strategic avenues and opportunities that were forward-looking.

We actively promoted our Catholic identity by holding clearly the Christian vision of integrating life and faith in all our dealings. We ensured that educational programs and celebrations were valued. We sought ways to respond to social justice and needs in our Society.

We encouraged, supported and promoted a culture in the school that sought evidence to inform action. We sought and critically evaluated new ideas and practices in teaching, learning and assessment. We shared responsibility for monitoring and maintaining a positive school climate of fairness, respect and tolerance. We supported learners of wide-ranging capacities and encouraged the pursuit of excellence.

All staff participated in professional learning and development. We ensured that the directions outlined in the School Improvement Plan and Annual Action Plan were followed, whilst offering opportunities for all staff to be professionally supported and challenged. At every leadership meeting our major focus was the ongoing review of our Annual Action Plan to ensure strategies were fully implemented. This has guided our planning meetings and Professional Learning meetings. Regular reviews have been conducted to ensure that outcomes and targets are monitored and addressed.

We also focused on building student voice through broadening student leadership roles and increasing the profile of the Student Representative Council and Victorian Commissioners. School and House Captains continued to be involved in decision-making in many areas in the life of the school. In 2024, our school continued as an active participant in the Victorian Learning Commission with student Commissioners helping to rebrand important learning resources and tools used in the School.

Weekly team planning and level meetings were embedded in our culture and as such provided for accurate, supportive planning to meet children's needs, professional learning and reflection on our practice.

PLC meetings occurred in all learning areas. The focus for PLC meetings was based on the evidence we saw in student learning so that we could make informed decisions about the next steps in learning.

We continued our participation in Simon Breakspear's Agile Schools program as a means to effectively implement school improvement initiatives.

We also continued in the Learning Cluster we shared with St Joseph's West Brunswick, St Clare's Thomastown West, St John's Thomastown East and St Joseph's Mernda with the focus on Visible Learning.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<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"> • Middle Leaders Development with our North Central Cluster group • Teach well and Ochre mathematic training - all level • Eco Literacy • Cybersafety • NCCD Modules • Building Leadership Capacity • Agile Schools • First Aid Training - CPR, Anaphylaxis management, Asthma management, Injury management • Team teach level one • Mandatory reporting • Body Bight - butterfly foundation • IntinalLit • 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 2024	25
Average expenditure per teacher for PL	\$800.00

Teacher Satisfaction

MACSSIS staff data 2024 indicates:

- Student Safety - 63%
- School Climate - 57%
- Staff/Leadership relationships - 82%
- Staff Safety - 77%
- Psychological Safety - 61%
- Professional Learning - 70%
- Instructional Leadership - 63%
- School Leadership - 62%
- Collaboratiobn around an improvement strategy - 67%
- Collaboration in teams - 85%

- Support for teams - 73%
- Collective Efficacy - 63%

Teacher Qualifications	
Doctorate	0
Masters	5
Graduate	6
Graduate Certificate	0
Bachelor Degree	16
Advanced Diploma	8
No Qualifications Listed	2

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	28
Teaching Staff (FTE)	19.98
Non-Teaching Staff (Headcount)	16
Non-Teaching Staff (FTE)	9.089
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 and the wider community were engaged in the children's learning and community experiences through participation and exposure to a wide range of opportunities. Connections to external community support organisations were established to collaboratively engage and support families and students in need.

Achievements taken to build community engagement include:

- District sporting events
- School athletics and cross country events
- Student-Led conferences
- Parent-teacher conferences
- Supported parents and students with alternative opportunities for 'transition to learning' onsite daily
- 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 weekly Newsletter
- Student-led school Assemblies

- Transition program for incoming Prep students & families
- Prep website for incoming Prep student families
- Google questionnaires inviting families to share feedback on
- 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
- Special event days including - Grandparents and Special Persons / Mothers Day and Fathers Day
- Before & after School Care Program run by OSH Club
- Operoo as a digital platform for school communication providing alternative hard copy of communication where a family is unable to access Operoo
- 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
- Physical Education program
- Conducting regular Level Expos to share learning with parents
- Conducted professionally led Cyber Safety sessions run by Evolve Education which entailed PD interactive sessions for staff, student learning and parent workshop
- Preston Proactive Police Unit - Cyber Safety student sessions updated clear Information Technology Protocols for parents and students - Information Technology student and family policy
- Interrelate - Online Relationship & Human Sexuality programs for parents and students
- Students and staff explored and utilised facilities and experiences within our local community through level and small group opportunities
- Oral Language Intervention groups- Northcote and Ivanhoe Libraries borrowing books and story time experiences
- 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
- Inviting all families to share in our Christmas Carols evening supporting Lane way Lunches, an initiative of Darebin Council Pencil Project
- Supporting the St Vincent De Paul Society and their Feast of the Sacred Heart collection
- Supporting families struggling with School Fees
- Inviting and training parents to be Learning supports in our classrooms
- Performances by our Student Choir at Sacraments, Christmas event and Performance at external competition

- Accepting Pre-Service teacher placements
- Supplying ChromeBook devices to students in need
- Providing additional supports for students/families at point of need (e.g stationary, 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
- Visit my classroom opportunities
- '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 2024 indicates:

- Family Engagement - 46%
- School Fit - 62%
- School Climate - 69%
- Communication - 47%

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