



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



St Margaret Mary's School

47-49 Mitchell Street, BRUNSWICK 3056

Principal: Daniel Ryan

Web: www.smmbrunswicknth.catholic.edu.au

Registration: 962, E Number: E1084

Principal's Attestation

I, Daniel Ryan, attest that St Margaret 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 10 Jun 2025

About this report

St Margaret 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

GUIDED BY OUR FAITH TRADITION, TOGETHER WE WELCOME, INSPIRE, EMPOWER AND NURTURE ALL TO BE THE BEST WE CAN BE.

As a Catholic Learning community, we educate through innovative and evidence-based practices.

Students are at the centre of learning. We provide opportunities to collaborate, create and be curious. Students are challenged to reflect, problem solve and flourish in their learning.

Every student is valued. We promote self-worth through connectedness and discovery of their interests. We build optimism, self-management and foster positive relationships within a safe and inclusive environment.

We work in partnership with our families and engage with them in their child's learning journey.

Our faith inspires us to contribute actively, justly and compassionately in our world through service to others and stewardship.

School Overview

St Margaret Mary's Catholic Primary School was founded in 1913 and after more than a century continues to offer the local community a comprehensive curriculum that supports and empowers its students to become independent, socially aware, lifelong learners.

At St Margaret Mary's the well-being of our students is paramount. For students to be able to learn they need to be happy. We aim to develop individuals who are resilient, reflective, self-managed, curious, collaborative, and creative within a warm environment where everyone feels that they belong.

Changing demographics of the local area have resulted in fluctuations in enrolments and student backgrounds. Most of the enrolment is 55 percent Catholic, with an additional 11 percent coming from other Christian backgrounds, 7 percent coming from other religious traditions, and 26 percent of students recorded as having no religious denomination or as unknown. The school culture and operations continue to reflect the importance placed on integrating the values of social justice and peace into programs as well as ensuring its Catholic identity within a multi-faith and multicultural environment.

To that end, the development of relationships between students and their teachers and students with each other is fundamental to our work. We want to develop self-worth and confidence, both requirements for actively engaged learners. We provide our students with opportunities to be immersed in new content across the curriculum and stimulate a lively curiosity about the world around them. We challenge our students through the Catholic social teachings that look to question the status of the global community and give our students opportunities to support others who are locally and globally less fortunate.

We prepare our students for the challenges of everyday living by developing their skills in Numeracy and Literacy, supporting them to problem-solve and to think critically and creatively. We have an embedded School Wide Positive Behaviours Support (SWPBS) program to encourage learning through the development of a positive calm and welcoming atmosphere.

Our specialist programs support holistic education through the Arts - Performing Arts and Visual Arts, Physical Education, Italian language, and development of skills in digital technology. Engagement is high in our Discovery/Play based approach and extra-curricular activities such as school garden and sustainability club.

All this is underpinned by a family community of faith as we strive to support students in their spiritual understanding through prayer, Catholic traditions, and stories.

Welcome to our school community where you too can "Catch the Spirit" of life, love and learning.

Principal's Report

In 2024, we continued to "Catch the Spirit" of life, love, and learning throughout the year across all classes.

We began the year with our start up program. This program reviews our school wide expectations and establishes the norms for the way our students interact in class and on the playground. Staff also gathered during Professional Learning Team Meetings to review our expectations and accepted beliefs and practices in each curriculum area. An emphasis across the year was on developing processes and procedures to make our Facilitated Planning sessions as productive and useful as possible for classroom teachers and for curriculum leaders.

We have continued to work on developing our knowledge of Mathematics as part of our priority area of improvement, focusing on the knowledge and appropriate development of Place Value concepts across the school by using Dr Ange Rogers P-Vat modules. Extending this work, we partnered with two other Catholic primary schools to host Simply Maths, a joint venture of Dr Rogers and Dr Bern Long, for two whole day school closure professional development sessions. These sessions examined 'Developing a whole school approach to Addition and Subtraction Mental Computation' and 'Developing a whole school approach to Problem Solving' respectively. This work will be furthered in 2025 and has already informed our practice in the classroom with strategies designed to get the best out of children through fostering a love of mathematics.

Instructional Learning was also a significant focus across the school as our teachers began to explore the resources available through Ochre Education, particularly in the area of mathematics. We were informed in our exploration by the Melbourne Archdiocese Catholic Schools (MACS) position statement, Vision for Instruction, which is "firmly grounded in the evidence of how students learn most effectively and efficiently, offering explicit guidance for MACS schools on instructional best practice."

Four teachers and three learning support staff were also trained in the Berry Street Education Model, an evidence based and student-centred approach to meeting the diverse learning needs of our students, while enhancing their engagement, self-regulation, relationships, wellbeing, and academic achievement. This approach has been a key component of our successful Student Well-being Program for several years and new staff have now received the training to help them implement these strategies effectively to maintain consistent whole school practice. Our Student Well-being Leader undertook a Master Class at the same time to enable her to better support staff and students through this model.

Our Leadership Team continued our Evidence Based Learning involvement together with three other Catholic schools in a collective facilitated by Helen Butler of Partners in Learning.

This program has run over the last four years and culminated in 2024. Over the course of the program, we have explored the importance of well organised facilitated planning sessions in year level teams, the importance of rigorous and targeted learning intensions and the success criteria to complement these, as well as ensuring that higher order thinking and our individual school's learning dispositions were considered and planned for.

Our Parents and Friends Association continued to work in conjunction with the school to provide opportunities for the school to come together as a community and to raise additional funds to support upgrades in IT equipment for use in the classrooms. Our Working Bees were also well supported to ensure that paving, gardens and playgrounds remained safe and well cared for. Our two community Movie Nights saw families come together for enjoyable community building occasions. Our families have helped with maintenance and promotion of our school, and this this was especially so in the first part of the year as we worked to strengthen our ties with local kindergartens and promote our Open Mornings across the neighbourhood.

Our senior students continued to provide a high degree of leadership in their various Student Leader roles and were excellent role models for younger students. Year 5s and 6s had the opportunity to compete against other schools in our area as part of the Brunswick District Primary School Sports Association, and students from Years 3-6 were able to complete in the District Cross Country and Athletics competitions, with some qualifying to then move on to the Division and Regional levels in their events.

Years P-4 participated in a two-week intensive swimming program that was both enjoyable and effective, while Year 5–6 students explored water safety with Lifesaving Victoria, with a beach day being a highlight of this program. The Years 4/5/6 Camp to Camp Marysville was well-supported and received, with our Year 4s attending a two-night camp for the first time with the school. Our students embraced all opportunities presented, including a ten-kilometre hike, and represented our school with pride.

We continued to partner with Mad on Music (MoM) to provide extracurricular lessons in keyboard, guitar, and singing on Tuesday during the school day. These sessions were well subscribed with an increase of participants over the previous year. Our partnership with our Out of School Hours provider, CommunityOSH, continued, with good numbers in the afterschool offering.

Our School Improvement Plan for this current School Improvement Cycle, taking us through to 2025 when our next School Review is due to be completed, continued to guide our professional development of staff. Our focus remained on refining a whole-school approach to student leadership, voice, and agency in learning; embedding a consistent approach to evidence-based learning and teaching in every classroom and learning area; and supporting both priorities through a strong culture of feedback. Our core drivers over this period were consistency, clarity, communication, collaboration, and coherence.

Thank you to all in our community for keeping us strong and fostering the welcoming and supportive culture of our school.

Catholic Identity and Mission

Goals & Intended Outcomes

Goals:

1. To refine a whole-school approach to student leadership, voice, and agency in learning.
2. To embed an evidence-based differentiated approach to Learning and Teaching in every classroom and learning area

Outcomes:

1. That learners have self-efficacy in their learning.
2. That there are consistent practices in lesson structures, differentiation, assessment, and documentation.

Achievements

This year saw us enter a two-year cycle for sacraments wherein Reconciliation and Eucharist will be offered one year, and the alternate year will see us offering Reconciliation and Confirmation. We continued to run our family faith evenings as part of our Sacramental preparation to help families gain a deeper understanding of the Sacrament and what and how their child is preparing for the Sacrament. These were well attended by families for the two sacraments offered this year – Reconciliation and Eucharist.

We continued to implement our two-year scope and sequence in accordance with the Revised RE Framework, the Liturgical Calendar, and our school tradition. Teachers documented the content descriptors and used these to design units to complete the two-year cycle.

Planning sessions were organised to ensure that sacramental teams were able to adequately prepare the unit of learning relevant to each sacrament, the associated faith night and the sacramental celebration for Reconciliation and Eucharist.

Value Added

Over the course of 2024 we were able to:

- Successfully complete family faith nights for Reconciliation and Eucharist.
Implement the two-year cycle of learning topics that reflect the requirements of the latest RE Framework.
- Continue to implement our Prayer Scope and Sequence.
Thoroughly plan and implement a successful sacramental program for Reconciliation and Eucharist and provide joyful celebrations of these sacraments in partnership with the Parish.
- Ensure that Christian Meditation continued as part of the daily school routine from P-6 – this was initially trialled as a whole school model before returning to the more intimate space of the classrooms.
- Celebrate our beginning and Closing Whole School Masses and Masses for Ash Wednesday, The Feast of the Assumption, and the feast of our patron St Margaret Mary Alacoque.
- Hold our annual Holy Week Pilgrimage attended by members from across the school and parish community.
- Held our twice-yearly collections for our parish chapter of the St Vincent de Paul Society.
Donated to various charities, including Caritas Australia, the Cancer Council and the Royal Children's Hospital as the result student organised charity events.

Learning and Teaching

Goals & Intended Outcomes

Goals:

1. To refine a whole-school approach to student leadership, voice and agency in learning.
2. To embed an evidence-based differentiated approach to Learning and Teaching in every classroom and learning area.
3. To embed a culture of feedback.

Outcomes:

1. That learners have self-efficacy in their learning.
2. That there are consistent practices in lesson structures, differentiation, assessment and documentation.
3. That students and staff are continuously improving their learning as a result of feedback.

Achievements

ENGLISH

- Developed a Guaranteed and Viable Curriculum document to guide instruction in Reading and another in Grammar and Punctuation across the school, marked by consistent practice to ensure that all elements of successful program were implemented
- Continued to implement Pat R as a tool for formative assessment in 2024.
- Continued daily reading and writing sessions with targeted small group teaching
- Effective targeted teaching practices and strategies such as Language Experience, Discovery Learning, Shared Reading, Guided Reading, Book Clubs, Mentor Texts, Modelled Writing, and Reading Aloud
- Use of the Fountas and Pinnell continuum to plan targeted teaching sessions for those needing extra support in reading
- Learning Support Officers (LSOs) and Literacy Intervention staff worked with small groups from Years 3 to Year 6 using the Levelled Literacy Support materials where appropriate
- Teachers continued to adjust the learning to ensure all students were catered for during reading and writing sessions
- Teachers continued to collect ongoing observations of students during small group reading sessions

- Learning leaders supported the effective use of Learning Intentions and Success Criteria during facilitated planning to ensure that teachers drilled down into exactly what they wanted the children to learn, and included rigorous higher order thinking into their routines
- Professional Learning Team meetings took place to enable increased professional support and guidance for teachers in the areas of Reading and Writing
- Moderation for Benchmark Assessment and Writing to develop a whole school understanding of assessment took place twice in the year
- Data walls were used to visually track students from Foundation to Year 6 in Reading and Writing, with students' work samples and data analysed at facilitated planning to ensure the data wall representation was accurate.
- Use of the SPA Platform to analyse data collected in English across the school.

MATHEMATICS

- Pat M data was used to group students, identify strengths and weaknesses, and plan learning sequences for units of learning
- Introduced the P-Vat system designed by Dr Ange Rogers as a tool for monitoring and developing Place Value concepts across the school
- Use of the SPA Platform to analyse data collected in Mathematics across the school
- Facilitated planning sessions were held regularly with teams lead by the Mathematics Leader to ensure rigorous collaborative planning through analysis of data, and the effective use of Learning Intentions and Success Criteria to ground the learning experiences
- A focus on mental computation in addition and subtraction strategies across the school as well as problem solving resulting from whole staff professional learning
- Continued targeted teaching of students at their point of proximal development.

OTHER LEARNING AREAS

- Helen Butler, from Partners in Learning, continued working with staff focus on the effective use of Learning Intentions and Success Criteria that utilise higher order thinking
- Helen Butler also supported Learning Leaders in facilitating planning sessions to upskill their own practice in assisting teams to plan rigorously
- The Victorian Curriculum was used to plan all learning opportunities for students. Our Inquiry Map was adjusted to ensure that all concepts and capabilities continued to be addressed across the school on a two-year cycle
- Discovery Learning continued in the junior grades, with a focus on learning and inquiry through play and with a view to beginning to develop our learning dispositions in our youngest students
- Students continued to participate in many sporting opportunities such as the School Sport Victoria Cross Country, Athletics, and Interschool Competitions in addition to various clinics including a four-week gymnastics program led by accredited gymnastics

coaches

Whole school celebrations were held for Book Week and Italian Day

- Every term our students participated in an Incursion or Excursion to enhance their learning.

Student Learning Outcomes

NAPLAN tests were once again carried out in March, using the online platform for all tests except the Year 3 Writing test. 100% of our students completed the assessments. We were pleased to note that our Year 3 students achieved particularly well with 100% of students achieving at Strong or Exceeding the standard in Reading, Writing and Numeracy, 91% at Strong or Exceeding the standard in Spelling and over 70% at Strong or Exceeding the standard in Grammar and Punctuation. This latter area is one that we have identified as a priority area for our next school review cycle across the school.

In Year 5, we achieved some excellent individual results, but the overall results are indicative of several learning challenges at this year level, and reflective of improvement priorities that have been set in our learning and teaching program. Reading has always been a high priority at St Margaret Mary's and 84% of Year 5s were able to demonstrate a proficiency of strong to exceeding in this area. Our focus on Numeracy has been recent but there are some improvements already with 63% of Year 5s at Strong to Exceeding at the time of testing in March. More work was completed across the remainder of 2024 in this priority area. In the areas of Writing, Spelling and Grammar and Punctuation, over half of the Year 5s were working at a Strong or Exceeding proficiency standard, with the implementation of our Guaranteed and Viable Learning document in Spelling and Grammar requiring more time to make the impact we expect by March of 2025

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	444	73%
	Year 5	480	53%
Numeracy	Year 3	426	64%
	Year 5	473	63%
Reading	Year 3	441	100%
	Year 5	505	84%
Spelling	Year 3	433	91%
	Year 5	445	53%
Writing	Year 3	456	100%
	Year 5	472	58%

*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:

1. To refine a whole-school approach to student leadership, voice and agency in learning.
2. To embed a culture of feedback.

Outcomes:

1. That learners have self-efficacy in their learning.
2. That students and staff are continuously improving their learning as a result of feedback.

Achievements

Well-being has always been a priority at St Margaret Mary's Primary School and remained so in 2024. Reaching out to families and individual students was essential to ensuring that children were engaged with their learning, that families had as much support as possible, and that we continued to feel connected with one another.

Our well-being initiatives focused on continuing to implement our School Wide Positive Behaviour program, ensuring the Berry Street program was implemented strategically and methodically in Years 3-6 – this included the training of new staff in the model to ensure consistency across the school. We ensured that a shared language and understanding around Restorative Practices continued across the staff and parent communities, and trained staff in running effective Community Circles.

The school has continued to emphasise the importance of building positive relationships between students and teachers, characterised by mutual respect, trust and kindness. Our Student Representative Council (SRC) met regularly with the principal to discuss matters of importance to the students and to offer suggestions for improvements and joint actions. This example of dialogue and engagement was one way in which student voice and agency could be fostered and given life.

We continued to acknowledge student achievements and successes at weekly assemblies that also marked and celebrated birthdays and other significant days and events for the children.

The school also regularly participates in events such as student led lunchtime clubs, Harmony Day, National Walk Safely to School Day, Ride to School Day, and Bullying No Way all of these emphasise principles our community values, especially treating others and our environment with dignity and respect.

Value Added

During the year we:

- Continued enacting our School Wide Positive Behaviours Program (SWPBS) in junior grades and senior grades with a whole school focus each week
- Continued to explore and implement the Berry Street model in Years 3-6 – trained new staff in this model to ensure consistency of implementation
- Used restorative practices effectively and successfully, continued staff training of Restorative Practice Strategy with Professional Learning Team time dedicated to this, reviewing restorative questions
- Personal Learning Plans (PLPs) were continued and updated for children funded under NCCD (depending on the reasons/level they are included in the NCCD count - (Pupil Support Group (PSG) meetings were subsequently held each term
- Teachers continued to keep records of adjustments made for students involved in NCCD, with leadership having overview of this process
- Continued with our Year 6 Student Leadership program and processes for assigning leadership roles – this included specific training in leading tours for prospective families from the student perspective
- Liaised with secondary schools and supported students during Term 4 to ensure the transition from Year 6 to Year 7 was as smooth as possible. Contact was made with Secondary Schools regarding students with special needs. Transition forms were completed as usual for Year 6 students and Transition days/sessions were attended by students either on-site or online
- Enacted our Prep 2025 Transition for newly enrolled students and their families.
- Facilitated the School Nurse program with our prep students
- Supported teachers in identifying and addressing individual learning needs
- Continued a Student Counsellor placement with Monash University to address emotional and well-being needs across the school
- Continued shared language and expectations documents to define where whole school learning dispositions are to be incorporated in the design of learning tasks and embedded use of dispositions in learning success criteria
- The Student Representative Council (SRC) was comprised of student representatives from Prep to Year Five and led by our elected Year 6 SRC Captains. They met regularly across the year with the principal to discuss important matters related to the school - this gave opportunity for the students' voices to be heard, valued and actioned
- Acknowledged students' achievements at our Weekly Assemblies and in our Newsletter, including Students of the Week, sporting and other life activities,

community events, student led lunchtime clubs, Harmony Day, National Walk to School Day, Bullying No Way, and Ride to School Day

- Students requiring outside agencies were able to engage and be supported by private speech therapists, occupational therapists, physical therapists and psychologists coming in to the school for sessions and working with classroom teachers, so student needs and requirements were met
- Engaged Georgina Manny from Wellbeing for Kids to present a well attended parent seminar on Childhood Anxiety - this seminar was also attended by parents from the North West Montessori Centre
- Contracted Brainstorm Productions to present their incursion production, Sticks and Stones, to raise awareness of what bullying looks and sounds like and what can be done in response

Student Satisfaction

It was pleasing to see that our student surveys indicated that students felt that there were high expectations to which they were held accountable. There was also a continued positive view that our school climate enabled social and academic learning. In most areas of the survey St Margaret Mary's is either at or above the MACS average which is testament to the importance placed upon well-being across the school community.

Student safety indicators demonstrated a positive rise in responses over the previous year and Engagement remained positive but at the same levels as the previous year. The surveys conducted did indicate that respondents felt that more could be done around enabling Student Voice; this will be a focus for the coming year amongst our student leaders especially. Our attendance data has remained strong with attendance at or above the MACS overage.

Our staff responses indicate that they perceive there has been an increase in our student's sense of safety within the school both physically and psychologically, in line with the advantages of a small school having greater oversight of playground interactions and work on positive relationships within the classroom. All staff identified that there would be a greater awareness if something was not right about any student as a positive benefit of being part of a small school community. Perceptions of Student Safety increased by 11% on the year before to 95%, and the sense of psychological safety also increased by 8% points to 86%.

Student Attendance

The student roll is recorded twice daily by the classroom/supervising teacher. When a student has an unexplained absence Office Administration staff contact the parents by phone call by 9:30am for an explanation. After multiple absences the principal will call to inquire about the child's well-being. If absences continue a formal letter will be sent outlining the importance of regular attendance and offering support to the family. The roll is marked twice a day using the nRoll application, once in the morning and again after the second break finishes at 2:30pm. Late comers and those who need to leave early have their record amended by office staff at the time of arrival or departure. Absences are reported to the classroom teacher via SeeSaw, or to the school office via the form on our messaging app, Audiri.

Average Student Attendance Rate by Year Level	
Y01	89.7
Y02	94.6
Y03	92.2
Y04	85.5
Y05	91.7
Y06	94.5
Overall average attendance	91.4

Leadership

Goals & Intended Outcomes

Goals:

1. To embed an evidence-based differentiated approach to Learning and Teaching in every classroom and learning area.
2. To embed a culture of feedback.

Outcomes:

1. That there are consistent practices in lesson structures, differentiation, assessment and documentation.
2. That students and staff are continuously improving their learning as a result of feedback.

Achievements

Work in the Leadership and Management Sphere was largely focused on supporting teachers and the school community in enacting recommendations arising out of the review in 2021. At the first meeting of the year, we revisited the Staff Handbook to ensure that everyone had a shared understanding of school expectations and procedures around Occupational Health and Safety, Child Safe behaviours and processes, Learning and Teaching requirements, and Duty of Care.

All staff were also briefed on specific children within our learning community who have learning, behavioural and/or health needs and who may interact with all staff, thus requiring an informed team approach to monitor and ensure provision was consistently made.

Professional Learning Team Meetings continued to be held to support staff and to further development across the school - this included time for dialogue and support when required. Work continued to implement our current Four-Year Cyclical Review. As part of this work, our Strategic Plan was reviewed and the Leadership Team worked together to ascertain what actions needed to be taken in the 2024 Action Plan. As part of our review, we decided to have a concerted focus on enrolments and received assistance from Melbourne Archdiocese Schools (MACS) to further this priority. These actions were monitored and adjusted as required as progress was made and, with the help of MACS staff, reviewed at the end of the year as part of drawing up a plan for the 2025 year.

Work continued with staff on each of the three areas of priority identified as part of our improvement cycle - student voice and agency, provision for differentiation in programming

for student needs, and using feedback effectively at all levels to enhance learning. To this end we continued to engage with Helen Butler from Partners in Learning as part of our participation in a local Evidence Based Learning (EBL) partnership.

Our Consultative Committee met to review processes, workloads and staff and student well-being, as well as to recommend structures for classes and Leadership priorities for the coming year.

Our core drivers across 2024 were consistency, clarity, communication, collaboration, and coherence.

The School Calendar continued to provide clear communication across the school about upcoming events - this was published in the school newsletter, on our website, and in the Audiri app - we have now linked these calendars together to provide instant updates that are consistent across all platforms

The Weekly Staff Bulletin was updated on the staff desktop each weekend for the week ahead to outline the happenings for the week and necessary key messages. The Weekly Bulletin eliminates the General Business during the week and allows quality time for Professional Learning.

Facilitated Level Planning with Literacy and Numeracy Leaders continued with each year level to ensure consistent practice across the levels.

Regular Leadership Team meetings continued to play a vital role in the discussion of goals and directions in line with our school's Annual Action Plan. This was especially important for keeping track of actions as part of Simon Breakspear's Agile Leadership Program with which we continued to be involved.

The Leadership Team also worked with staff from the Northern Region Office, attending Regional Professional Learning in Enhancing School Leadership with Dr Simon Breakspear. The focus of this learning was on informing school leadership teams about instructional learning and the benefits to student outcomes, as well as and enabling best practice in implementing the approach in MACS schools including our own.

All staff were required to take part in an Annual Review Meeting (ARM) with the Principal. The goal of the ARM is to affirm achievement develop professional goals.

We continued to use the Enquiry Tracker program in our school environment to better track enquiries, interest and enrolments, and to enhance our communications in this vital area. The Principal and school Administration Officer attended valuable Professional Learning to further enhance knowledge and usage skills with this program to ensure the school received optimal value.

We continued to raise the profile of the school in the community with an emphasis on running Talk and Tours that were advertised through letter box drops and kindergarten and childcare centers. We also continued to post on our social media accounts, promoting specific posts, and encouraged members of our school community to leave positive Google reviews to share what they appreciated about the school and what it offers.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<p>Professional Learning Teams are at the heart of our approach in developing our staff as practitioners, able to achieve the best outcomes for our learners. We also utilised external providers and staff from MACS in addressing school priorities in this area.</p> <p>Over the course of 2024 staff participated in the following:</p> <ul style="list-style-type: none"> • School Closure days with two other schools facilitated by Drs Ange Rogers and Bern Long from Simply Maths to explore a whole school approach to Mental Computation in Addition and Subtraction, and a whole school approach to Problem Solving • Evidence Based Learning with Helen Butler from Partners for Learning as part of our EBL project with three other schools • Berry Street modules in Trauma Informed Practice • Sacraments: Eucharist & Reconciliation Planning with teams led by the REL • Training in the Enquiry Tracker modules associated with this program designed to enhance our enrolment tracking and communication • CPR refresher for all staff • Anaphylaxis training for all staff • Mandatory Reporting e-Module -all staff • Network Days for Principal, RE Leader, Reading Recovery Teacher, and Well-being Leader • Spelling Curriculum – beginning to explore and implement a Guaranteed and Viable scope across the school • Reading – exploring the curriculum in greater depth and developing a Guaranteed and Viable scope across the whole school • Mental Health in Primary Schools - Understanding Mental Health in the Primary School setting 	
Number of teachers who participated in PL in 2024	14
Average expenditure per teacher for PL	\$13491.92

Teacher Satisfaction

Data received from staff was very pleasing for the year 2024 with increases in 12 out of the 13 areas surveyed. Among teaching staff, 100% of respondents believe that their are excellent relationships between staff and school leadership, and 100% of teachers appreciate the feedback received.

Our results do indicate that we need to work at ensuring that Learning Support staff are affirmed and encouraged to see themselves as a vital contributor to the life of the school and the success of the students but it was pleasing to note that all staff felt that we are united in the strategies we are using to improve our school with this aspect sitting at 96% overall and 100% of LSOs expressing satisfaction in this area.

Teacher Qualifications	
Doctorate	0
Masters	2
Graduate	1
Graduate Certificate	0
Bachelor Degree	5
Advanced Diploma	2
No Qualifications Listed	3

Staff Composition	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	12
Teaching Staff (FTE)	8.6
Non-Teaching Staff (Headcount)	6
Non-Teaching Staff (FTE)	2.88
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goals:

1. To embed a culture of feedback

Outcomes:

1. That students and staff are continuously improving their learning as a result of feedback.

Achievements

In 2024 we:

- Continued to consciously welcome parents into the school, actively encouraging them to come in at the end of the day to collect their children, attend our Monday morning, outdoor assembly, come to our Welcome Picnic, community Movie Nights, and to sign up for Garden Club and the classroom helper programs
- Encouraged participation and gathering at the two working bees held during the year, with a morning shift, an afternoon shift, and a sausage sizzle linking the two so that parents and children could meet briefly and socialise before going on with the rest of their day
- Contributed financially and in kind through fundraising for Caritas Australia, the St Vincent de Paul Society, the Cancer Council, and Royal Children's Hospital
- Facilitated our Holy Week pilgrimage which was well-supported by a range of parents who prayerfully attended and supported their children in re-enacting the events of Palm Sunday, Holy Thursday, and Good Friday
- Held well attended Mothers' Day and Fathers' Day breakfasts and associated stalls to allow children to purchase gifts for their parents
- Invited families to attend our Human Sexuality program so that parents and children could converse together in a safe and supportive environment
- Actively sought and welcomed parent helpers to enable incursions and excursions
- Held three-way conversations with parents, teachers and students so learning growth could be celebrated across the school, and conversations for where to next could constructively and supportively take place
- Held our annual Book Week parade and activities where all teachers and students embraced the opportunity to dress up as a favoured character and where the Children's Book Council short listed books could be explored and discussed

- Facilitated a lively Italian Fiesta Day to celebrate Italian language, food and culture
- Ran our whole school House Sports Day at Allard Park, won by Glowrey (Green) House who last won in 2021
- Celebrated 100 Days of Prep for our newest students
- Participated in the Brunswick District Cross Country and Athletics Championships as well as Winter and Summer Sport competitions against other Brunswick based schools
- Commemorated ANZAC Day and Remembrance Day with students from all year levels
- Demonstrated the creativity and passion of our students in an Art Exhibition run at the same time as the P&F ran a community market
- Hosted a Parent Seminar facilitated by Goergina Manny of ##### at which parents from our school and the neighbouring Montessori Kinder were able to learn and discuss childhood anxiety
- Culminated the year with a successful carols and end of year Mass in which our Year 6s were farewelled and votes of thanks were given
- Celebrated our Year 6 Graduation with Mass and a sit-down dinner for parents and children.

Parent Satisfaction

The Overall Positive endorsement of the school from families who completed our MACSSIS Surveys stands at 76% for 2024.

There was a rise in the number of families who believe that students are physically and psychologically safe at our school from 80% to 83% while 70% of our families appreciate the work we are doing to break down barriers that hinder their involvement in their children's education - this is a sharp rise on the previous year where the figure sat at 57 percentage points.

80% of our families are now able to understand the Catholic mission that underpins our policies and practices, this is up from 71% in 2023 and reflects the messaging that families are getting through newsletters and other communications from the school.

There was a sixteen percent increase in those families who understand our approach to the care and safety of students across the school and this now sits at 92%, reflecting the messaging that has gone out to families over the year.

100% of respondents feel that our school leaders are approachable and that they are welcome when they enter the school.

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.smmbrunswicknth.catholic.edu.au