



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



St Mary's School

39 Malcolm Street, MANSFIELD 3722

Principal: Patricia Etccl

Web: www.smmansfield.catholic.edu.au

Registration: 60, E Number: E1009

Principal's Attestation

I, Patricia Etccl, 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 2023 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 Mar 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

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Vision

Companions on the learning journey as we live, love and grow inspired by Christ

Motto

To Live

To Love

To Grow in Christ

Mission

St Mary's provides a caring and supportive environment for our children. An environment where we all work together, and grow together to deepen our relationship with God and one another.

We do this by;

- That staff and children continually work and grow together to deepen their relationship with God and one another.
- We try to provide for one another, an atmosphere where we feel, we belong, are cared for, respected for our giftedness, and are challenged to work to our fullest potential.
- The parents are the first educators of their children, and we recognise our responsibility for developing the child as a whole person.
- We must empower children to reach their full potential spiritually, physically, intellectually, emotionally and creatively.
- There is a need for open communication between parents and teachers regarding programs and the welfare of the children.

As a result of the above, we hope the children will become well-adjusted, secure and happy members of the Catholic Church and society.

School Overview

Welcome to St Mary's Primary School. On behalf of our staff, students, families, and the Mansfield Parish, we warmly welcome you into our vibrant and caring community. St Mary's is a Catholic school rich in history, grounded in faith, and dedicated to providing quality education to every child.

A Proud History of Catholic Education

The roots of Catholic education in Mansfield date back to 1864, when the Parish of St Francis Xavier was established. Although the first school opened in 1869, it closed shortly after due to limited resources. In 1876, the school reopened under the name St Mary's, and in 1891, the Sisters of Mercy arrived and took over administration. That same year, Sacred Heart College opened to serve day and boarding students, remaining operational until 1972. Since then, St Mary's Primary School has proudly stood as the sole Catholic educational institution in the Parish.

Our Year Six graduates typically continue their education at FCJ College in Benalla or Mansfield Secondary College, reflecting our strong links with Catholic and local government secondary pathways.

Our Community and Context:

St Mary's is situated in the picturesque rural township of Mansfield, 200 kilometres northeast of Melbourne. Tourism and primary production support the local economy, and landmarks such as Mount Buller and Lake Eildon enrich our environment. While Mansfield has traditionally been a monocultural area with a strong Anglo-Saxon heritage, our school has embraced increasing cultural diversity, recently welcoming families from India, Thailand, and the Philippines.

Student Learning and Support Programs

In 2024, our school enrolled 161 students, grouped into 8 class groupings that allowed for smaller class sizes and more targeted support. Class structures included one class each for Prep, Year 1, and Year 2, two Year 3/4 classes, one Year 5 and two Year 6 classes. To cater to diverse student needs, St Mary's has implemented a range of specialised support programs, including:

Additional Learning Support Officers

Literacy Learning Intervention

ERIKSEN and MacqLit programs

Numeracy Intervention

Literacy and Mathematics Leaders

Learning Diversity and Wellbeing Leaders

These programs and strong parent partnerships ensure students receive personalised attention to help them thrive.

Specialist Curriculum and Enrichment

St Mary's is proud to offer a broad curriculum through specialist programs such as:

LOTE (French)

Music

Physical Education

Visual Arts

Library

Whole-school literacy programs, including phonics and Sound Waves, enrich students' education and provide diverse learning experiences.

Innovation in Teaching and Learning:

A key focus in 2024 has been the continued development of the 'Vision for Instruction' through Melbourne Archdiocese School's framework. This Catholic approach to teaching empowers teachers as designers of learning, aligning inquiry models with the Victorian Curriculum, explicit instruction, and enhancing student engagement (full participation) and critical thinking.

We remain committed to using data-driven strategies to improve teaching practices and student outcomes. Since 2017, our use of visual and digital data analysis has informed planning and pedagogy, incorporating assessments such as NAPLAN and other standardised tools to guide instruction.

Strategic Planning and Continuous Improvement:

St Mary's operates under a clear vision guided by our Annual Action Plan and a 4-Year School Improvement Plan. During 2024, our staff continued to reflect, evaluate, and adapt practices to align with our improvement goals and key strategies. In October 2024, St Mary's was involved in a comprehensive review of all our practices at St Mary's.

As St Mary's School engages in the process of strategic thinking and planning, manifesting in the development of its School Improvement Plan for the next four years, the reviewer recommends that the school:

Develop and build the capacity of staff to lead, which will strengthen the school as a professional institution.

Community of learners by:

Formation of the leadership team, which develops a highly effective organisational structure ensuring role clarity and management of the whole school's initiatives, strategies and accountability to drive change.

Continuing to build and enhance a culture of collaboration and learning, where feedback and goal setting enable all staff to reflect on and evaluate the impact on student learning progression through evidence and artifacts.

Continue to build upon the positive relationships by providing leadership opportunities through a distributive leadership and delegation model, fostering collective responsibility, and building the school's culture.

Improve student readiness to learn and engagement in learning by:

Prioritising the use of evidence-based, differentiated teaching and engagement strategies by utilising the model of teaching and learning, MACS 2024, Flourishing Learners - Vision for Instruction, that seeks to develop all students into the planning process and delivery of curriculum and consistency across all levels.

Conceptualising and implementing a pedagogy for the school's physical and digital learning spaces to create student-centred learning environments that enable students to use a range of thinking tools and routines that would scaffold and support them in the language of metacognition and self-reflection.

Ensuring consistency in high-quality teaching practices in Religious Education, Literacy and Mathematics, which develop and engage students to be thinkers, questioners and understand the cognitive load.

Continue to consolidate student wellbeing across the school by:

Revising current practices and processes using the Positive Behaviour for Learning framework. This will develop all staff with a toolkit for classroom management and behaviours.

Developing consistent whole school routines and practices, especially for children with special needs, to improve the social, emotional, behavioural and academic outcomes for children.

Framing an explicit Catholic context for student well-being through the three guiding pillars for emotions in The Resilience Project, Positive Behaviour for Learning, and Respectful Relationships, will foster a deep sense of social responsibility in our Catholic Social Teachings, which call for action for a just society.

Facilities and Future Planning:

In October 2019, we opened a new Flexible Learning Space, quickly becoming a centre for contemporary and collaborative learning. This space has allowed students to engage more fully with the curriculum in a dynamic and modern environment.

Looking ahead, the school is actively exploring options and funding to refurbish several learning areas, including classrooms 7–10 and 12 and the library. Plans are underway to

create two outdoor learning spaces—one adjacent to classrooms 8–10 and another over the basketball and netball courts—to enhance student learning experiences further.

Conclusion:

St Mary's Primary School has a strong sense of identity, history, and commitment to the future. With a supportive community, innovative teaching practices, and a dedicated staff, we continue to strive for excellence in faith, learning, and well-being. We look forward to welcoming new families into our community and sharing in the education, growth, and faith journey.

Principal's Report

This year has once again echoed the experiences of 2021, as global influences continued to significantly impact our school's goals, priorities, and actions. The ongoing effects of the COVID-19 pandemic, which began in 2020, are still evident. We have seen its enduring impact on student attendance, resilience, and academic performance. Many families, reassessing their priorities post-pandemic, chose to spend extended periods travelling together. While these experiences offered rich family bonding, they also contributed to noticeable learning gaps among students, an issue that has persisted throughout 2024.

Despite these challenges, our community has remained resilient. Over the past four years, we have navigated numerous difficulties with strength and solidarity. This report provides an opportunity to reflect on our achievements and how the St Mary's Catholic Primary School community has continued to support our children and one another.

Catholic Identity:

Our Catholic identity continues to underpin all we do, guided by our core values of Respect, Compassion, Responsibility, and Excellence. In partnership with parents, we remain committed to inspiring our students to build a relationship with Jesus Christ and to contribute positively to the community, living out our faith through action.

Throughout 2024, we rebuilt and deepened connections that had been diminished during the periods of physical separation in 2020 and 2021. With Melbourne Archdiocese Catholic Schools (MACS) support, our staff, families, parish, and broader community worked together to re-establish meaningful relationships and foster a renewed sense of unity.

I extend my heartfelt thanks to Fr George Felicouz and our Religious Education Leader, Anne Danieli, for their unwavering support in facilitating Masses, Liturgies, and sacramental celebrations. Together, we overcame many logistical challenges, often requiring last-minute changes, and we are grateful to our families for their patience and understanding.

Our staff have actively pursued Faith-based Accreditation, participating in ongoing professional learning. St Mary's also continues to engage with the Rural Community of Practice (Rural COP), which includes five regional schools. Since its inception in 2021, this group has focused on the Catholic Identity Project, which has enhanced staff knowledge and understanding of scripture and Catholic identity. Throughout 2024, the project continued, and we used data from the project to plan future professional development in Religious Education.

Education and Learning:

The implications of COVID-19 have accelerated the transformation of teaching and learning. Our teachers and learning support officers have shown remarkable professionalism, continuously adapting to new educational norms and implementing innovative teaching strategies.

Maintaining meaningful and engaging learning experiences remains a top priority. Our staff have demonstrated agility, creativity, and commitment in their professional growth. I acknowledge and commend our teaching staff for their ongoing dedication and positive impact on student outcomes.

This year's School Review enabled us to implement several key recommendations, including forming a restructured Leadership Team comprising a Deputy Principal/Learning Diversity Leader, Religious Education Leader, and Numeracy and Literacy Leaders. We also strengthened our partnership with Fr George, who visited weekly to discuss scripture with students.

In 2024, we intentionally integrated Religious Education with our Inquiry Units, refining our planning processes for improved cohesion. Weekly collaborative planning sessions, led by Lead Learners, have fostered a culture of shared expertise and professional dialogue, further building teacher capacity and confidence.

We implemented the MACS Vision for Instruction and Flourishing Learners frameworks. Through our involvement in the School Improvement Network, staff engaged in professional development on Cognitive Load Theory and received training in explicit mathematics instruction through the TIMS (Teaching Improvement in Mathematics) initiative.

An external review of our school's practices was conducted as part of our new four-year cycle. This process will inform our strategic planning across five key areas: Religious Education, Learning and Teaching, Leadership, Wellbeing, and Community.

Community Engagement and Enrichment:

The opportunity for children to learn alongside peers and teachers is essential to their holistic development. In 2024, we were thrilled to participate in excursions and camps throughout the year. Year 5/6 students travelled to Canberra to explore Australia's history and democratic systems, while Year 3/4 students attended camp in Kinglake, engaging in resilience-building activities and team challenges.

These experiences highlight the value of learning beyond the classroom and reconnecting with the broader community.

Looking Ahead:

As we look to the future, the importance of leveraging technology to enhance educational delivery cannot be overstated. The rise of anytime, anywhere learning offers exciting possibilities for curriculum access and real-time student progress monitoring.

What remains certain is the inevitability of change. Our community—children, staff, and families—must continue to develop the adaptability and skills necessary to thrive in an evolving educational landscape. We can ensure our children move forward with confidence, competence, and support by embracing change.

At St Mary's, we believe every child deserves a world-class education—one that prepares them for a future not yet imagined. With access to cutting-edge research and innovative learning tools, our educators are dedicated to nurturing students' hearts, minds, and souls.

We are excited to continue implementing MACS' Vision for Instruction and Flourishing Learners Program, climbing the "Strategic Mountain" toward excellence in Catholic education. Our shared vision is that each student is inspired and enabled to flourish and contribute meaningfully to the world.

Gratitude and Partnership:

Serving as Principal of this vibrant and faith-filled community is a privilege. Each day, I witness the hopes and dedication of our parents, our children's first and most enduring educators. We walk a shared journey in nurturing each child's development and potential.

Our staff remain resolute in ensuring every student feels valued, safe, and supported in achieving their personal best. We look forward to continued collaboration with families, united in our commitment to fostering faith, excellence, and lifelong learning in every child.

With gratitude and hope,

Trish Etccl

Principal

Catholic Identity and Mission

Goals & Intended Outcomes

Catholic Identity and Mission

- **Goal:**
 - To develop and embrace a clear vision statement to enhance the Catholic Identity of the school.
- **Outcomes:**
 - Development of a clear vision shared and consistent expectations and established reviewing processes.
 - That a clear statement of beliefs and expectations for learning and teaching that connects with student well-being is developed and implemented. This would be assisted by processes and procedures for self, team and leadership monitoring and review.
 - Explicit and clear school-wide targets for improvement have been set and communicated to parents and families within accompanying timelines.

Achievements

- Staff Catholic Identity scores dropped slightly from 79% to 74%.
- Student Catholic Identity scores dropped from 54% to 51% from 2023 to 2024.
- Family Catholic Identity scores decreased from 63% to 59% from 2023 to 2024.
- Staff PLTS targeting Catholic Identity, staff development, and understanding of scripture.
- An increase to 95% attendance at Sacramental Program information and activity nights.
- The implementation of a Parish-Based Sacramental Program.
- Professional development conducted by an education consultant in RE.
- Whole school Mass for families on Feast Days and recognised Liturgical celebrations, Grandparents Mass, school open classrooms, and morning tea.
- School Masses every fortnight at the church with the parishioners.
- Morning prayer in classes and at the whole school each Monday morning is led by our School Captains.
- The 'Angelus' was prayed throughout the school at noon daily, led by our School Captains.
- Designated time was provided for our REL to prepare PD, support teachers, and coordinate the RE curriculum.
- Evaluation of resources to budget for future requisites.
- Staff Prayer and prayer roster for all staff meetings.

- Social justice focuses on supporting Project Compassion, Catholic mission work, and the needs of our local community, e.g. CWL, Hospital, and St. Vincent De Paul.
- Feast Day celebrations.
- Easter Paraliturg and Stations of the Cross.
- Community Service projects.
- Staff and students are active in RE, e.g., in Masses, paraliturg, and newsletter presentations.
- A collective community of local Catholic schools to share knowledge and ideas.
- Staff Professional Development in Catholic Identity, Staff Formation, and Curriculum.
- Prayers were sent out to families via the newsletter.

Value Added

- Sacrament of First Eucharist.
- Sacrament of Confirmation.
- Sacrament of Reconciliation.
- Sacramental evenings with families facilitated by Fr George and Maria Forde.
- School Mass for Ash Wednesday, Mass and other feast days throughout the year.
- Whole School Masses at the beginning and end of each school term.
- St Patrick's Day Mass, Feast of the Sacred Heart, Mass for Mary of the Cross McKillop and the Assumption of Mary & All Souls Day.
- Grandparents Mass with Andrew Chinn and a piper.
- Andrew Chinn's concert with the students.
- Pray the Angelus every day at noon.
- Staff prayer at all meetings.
- Participation in the BRCE Network Spirituality Day.
- Fr George visits the children at school and discusses scripture in preparation for the Sacraments.
- Catholic Identity project with MACS and the Rural COP.
- Two PLTS online with Peta Goldberg each term, focusing on Scripture.
- Purchase of relevant resources to enhance the delivery of the RE Curriculum.
- Religious Education Leader.
- Student-led prayer at all assemblies and events.
- Daily prayer in the classroom throughout the day.
- Purchase of new Bibles throughout the school.

Learning and Teaching

Goals & Intended Outcomes

Goal:

- To further develop and embed effective Pedagogical Practices.

Outcomes:

- Leadership encourages research-based teaching practices in all classrooms to ensure students are engaged, challenged, and learning successfully.
- High priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance, behavioural, and well-being outcomes.

Achievements

- Commenced the implementation of the MACS Vision for Instruction.
- Participation in TIMS from prep to two.
- Implemented Ochre resources in Mathematics from prep to 6.
- Pilot school for the development of Ochre resources for Literacy.
- Professional Learning Teams analysed data and planned to teach and learn in line with the information gathered.
- We completed the Intervention Framework modules as a whole staff to examine current practices and develop a shared focus on optimising student learning.
- Staff members are trained further to assess the learning needs of low or slow-progress learners.
- Teaching strategies adopted to address needs as highlighted in data, e.g. Inquiry Learning approach & Pedagogy of Encounter
- Professional development for staff with MACS in analysing and interpreting data.
- Working collegially with MACS personnel to develop diagnostic testing and analysis of numeracy and literacy data.
- Review assessment policies, procedures, and requirements with staff and further refine the school data plan.
- Small focus teaching groups for all classes as required.
- Implementation of the Multilit Program, ERIKSEN Program, LLI and Numeracy Intervention.
- Appointed Literacy and Mathematics Leaders.
- Additional LSO support is provided for at-risk children as identified in the data.
- Involvement of teachers in extensive Professional Development in the teaching of spelling and writing, and Religious Education.

- Preparing and implementing assessments and reporting related to the Victorian Curriculum in literacy and numeracy.
- Full compliance with assessment and data formation related to MACS & VRQA guidelines for children in Prep to Year 6 Planning – two years, 'Inquiry Learning Units' of work.
- Implementing facilitated planning termly, involving a member of the Eastern Region MACS Team for RE.
- Continued with expert teaching teams in Mathematics and Literacy.
- A review of a whole school data plan.
- Continued participation in the TLC & SILC networks, working with Lyn Sharratt and Simon Breakspear.
- Participation in the Rural Community of Practice and the BRCE Networks.
- Data wall for Reading, Writing and Numeracy & data-driven planning.
- Implementation of the 14 parameters across the school.
- Case Management Meetings are fortnightly.
- Learning walks are conducted throughout the school by the leadership team.
- Survey data gathered from parents and students related to teaching and learning.
- Ongoing Professional learning for staff using technologies to support our teaching and learning
- Staff professional development in the Victorian Curriculum
- Grade 3- 6- Establish consensus around the key elements of unit planners, including enabling/extending prompts, Learning Intentions, Success Criteria and Adjustments.
- Grade 3- 6- Focus on the key elements of persuasive writing, the VCOP, and the Seven Steps for Writing Success resource.
- Continued Implementation of 'Agile Sprints' across the school to improve student growth and learning outcomes.
- Rural Community of Practice will assist with building the capacity of middle school leaders to drive change in teaching pedagogy.
- Continue implementing intervention programs in Mathematics and Literacy across the school, P-6.

Student Learning Outcomes

Year 3 & 5 NAPLAN Data 2024:

- Reading: Student performance in Year 3 Reading was above the MACS average for similar schools. 77% of students achieved proficiency, with 55.6% demonstrating strong results.
- Numeracy: Year 3 Numeracy performance was equivalent to the MACS average for similar schools. 53% of students were proficient, and 50% achieved strong results.
- Writing: In Year 3 Writing, 88% of students reached proficiency, with 83.3% achieving strong results.

- Reading: Year 5 Reading results aligned with the MACS average for similar schools. 77% of students were proficient, and 69.2% demonstrated strong performance.
- Numeracy: Student outcomes in Year 5 Numeracy were above the MACS average for similar schools. 62% of students were proficient, with 61.5% achieving strong results.
- Writing: In Year 5 Writing, 65% of students achieved proficiency, and 65.4% demonstrated strong performance.

At St Mary's, we have the following programs in place to improve or extend Literacy and Numeracy Outcomes:

- LLI program - Reading Comprehension
- Eriksen program - Phonics-based
- Little Learners Love Literacy - Literacy for P to 2.
- Macqlit - phonics and sounds for students with Dyslexia and speech issues.
- Speech programs and a speech pathologist.
- Tutoring program - numeracy and literacy focus, depending on the requirements of the children in the program.
- Visiting OT at the school to assist with sensory issues and gross and fine motor skills.
- A school counsellor will assist with social, emotional, and self-efficacy issues.
- Numeracy intervention for children from 3 to 6 who are not at standard in numeracy.
- Math Olympiads to extend the children's numeracy.
- Soundwaves program - implemented from 3 to 6 to develop the children's spelling. This program also has a remedial/ intervention component to further assist the children who require extra support.
- TIMS, Explicit teaching and full participation model.
- Ochre resources.

Assessment & procedures:

- Case Management meetings are fortnightly at the visual data wall to discuss the children of wonder in literacy and numeracy. This is the timetable for each term.
- The MACS team, leadership, and all teaching staff do NAPLAN Data analyses.
- All staff follow the Data Plan, which is adjusted and reviewed yearly by the Literacy and Numeracy Leaders. Then, all staff review it.
- Three staff members are qualified to perform User B assessments for Literacy and to identify cognitive learning issues. Once these are completed, appropriate referrals and programs are implemented.
- Our numeracy and literacy goals and targets are set annually in our AAPS, and all staff agree to them.
- Our curriculum plan is audited and reviewed annually to ensure we meet the Victorian Curriculum requirements.

- All staff meet with the principal at least twice a year to reflect on their performance, review their goals and discuss and agree to any further support they may require to improve their teaching practices.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	384	41%
	Year 5	475	54%
Numeracy	Year 3	376	53%
	Year 5	466	62%
Reading	Year 3	416	77%
	Year 5	476	77%
Spelling	Year 3	382	59%
	Year 5	451	46%
Writing	Year 3	426	88%
	Year 5	468	65%

*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

Goal:

- To build teacher capacity to improve student agency and voice in learning.

Outcomes:

- Learning and Teaching are connected to Student well-being.
- Students have an authentic voice and are active agents in their learning and well-being.

Achievements

- Professional staff development related to discipline, bullying, and the National Safe Schools Framework.
- Staff and student involvement in the Resilience Project.
- Professional development for all staff with the Resilience Project.
- Implement strategies focused on values education and respectful relationships.
- Weekly meeting scheduled for the principal and the student wellbeing coordinator
- Review of referral procedures and documentation of learning needs, e.g. Individual Learning Plans, Parent Support Groups, and recording support, Implementation of target programs.
- School-funded counselling support is provided for children, parents, and staff by an appointed school counsellor one day per week.
- The school funded cognitive assessments as required.
- Contracted Speech Pathology by the Shire of Mansfield, Occupational Therapy provided at school by Kidex.
- Review of anti-bullying strategies and redevelopment of staff handbook and Behaviour Modification Procedures.
- Development of a student's voice through our Student Representative Council discusses school issues, safety and plans community-building activities.
- Lego Masters Competitions.
- Breakfast Club.
- Lunchtime activities.
- School dog – Maggie May.
- Resources are provided for staff to support Student Well-Being Programs.

- Scheduled meetings for parents, teachers, and support officers to ensure support for individuals or groups of children.
- Development of self-reflection strategies to allow students and staff to give and receive feedback on student learning.
- Staff PD day working with Maria Ruberto from Salugenics.
- Use of technology to promote students' personal learning.
- The school focuses on Social and Emotional Learning.
- NCCD data collection and funding support.
- Professional Development of staff in NCCD.
- Professional Development of staff in the 'Respectful Relationships Program'
- Implementation of the 'Respectful Relationships Program' across all year levels

Value Added

- Activities that promote student connections and engagement.
- Social Skills Program: Circle Time Activities during school hours to build social skills, School Leadership Programs, e.g. SRC, School Buddy program, and Year 6 Leadership Program.
- Parish-based Sacramental Program supported by the school.
- Environmental Programs: School Vegetable Garden, School Chicken/Farming Program.
- Professional Learning Programs: Positive School-Wide Behaviours Program for Teachers.
- Inter-school Sports Program for Grades 3 to 6, Local excursions for Preps to Two.
- School excursions and school camps. Camp program from P-6.
- Junior Basketball and netball are held within the community school facilities.
- Lunchtime activities, Such as the Library's Lego Club, Gardening, the Art Shed, Toys in the sandpit, Board Games in the Principal's office, and sporting equipment, are available to students at lunch and recess.
- Learning Diversity Leader, Well-being Leader, and membership in Well-being Cluster.
- House athletics and swimming carnival
- Actively supported by 'Be You Consultant ' to promote and protect positive mental health in children, young people, and teaching staff.
- Program Support Group meetings, which include students' voices.
- Wonder of Living Program - Catholic Care.
- Cyber Safety online session for parents/carers.
- Mental Health First Aid with Michael Carr Greg.

Student Satisfaction

Contextual Analysis and Student Wellbeing:

Between 2023 and 2024, the school observed positive trends in student performance data.

This improvement appears to be part of a broader post-COVID recovery, as many students continue to adjust socially and emotionally after significant disruptions to their early education.

- The current Year 5/6 and 3/4 cohorts were in the early stages of schooling during the COVID-19 pandemic. As a result, many students missed their foundational year of Prep, and some also experienced disrupted learning in Years 1 and 2.
- Several students in Year 4 did not attend kindergarten during the pandemic. There has been a noticeable shift in family priorities, with some families placing increased value on travel and family time, sometimes at the expense of school attendance.
- These factors have contributed to lower levels of school attendance and student resilience. To address this, the school continues implementing the Resilience Program, which is specifically designed to support students' social-emotional development.
- Early data trends from the Resilience program are promising, and it is anticipated that further improvement will be reflected in 2025.

Our overall positive endorsement data moved from 59% to 63%.

- Rigorous expectations 68% to 76%
- Student engagement is 46% to 48%
- School Climate 54% to 64%
- Teacher Student Relationships 68% to 77%
- Schools belonging to 64% to 74%
- Learning disposition 67% to 69%
- Student safety 56% to 70%
- Enabling safety 59% to 56%
- Student voice 59% to 59%
- Catholic Identity 54% to 51%

Student Attendance

The Class Attendance Register is a legal document. Student attendance is monitored through an electronic roll system. Our students have an attendance rate of above 87.8%. Parents are required to notify the school of student absences, and the school's administration monitors this.

- It must be completed twice daily, once in the morning by 9.30 am and by 2 pm. A text message or email is sent to parents after 9.30 am daily, advising them if their child is absent from school without prior notification from the parent.
- Parents/Guardians can contact the school via phone and email to inform the school that their child will not be at school.

- If a student leaves early, they are marked absent for the afternoon.
- The roll must be entered electronically and as a hard copy, which is placed in the class roll folder.
- Late arrivals and early departures report to the office, and the roll will be edited accordingly.
- All absences must be labelled with the correct code.
- The number of days absent is included in the school report and is sent home twice a year.
- Any child with continuous absences is monitored and reported to the principal.
- Child Safety meetings frequently review attendance/engagement, and plans for improving this are implemented.
- Post-COVID-19, continued to impact our student attendance data during 2024. All attendance data is uploaded to the CECV site.

Average Student Attendance Rate by Year Level	
Y01	86.3
Y02	87.4
Y03	84.8
Y04	88.6
Y05	89.6
Y06	87.2
Overall average attendance	87.3

Leadership

Goals & Intended Outcomes

Goal:

- To develop 'Expert Teaching Teams '

Outcomes:

- The school has found ways to build a professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom.
- Strong procedures are in place to encourage school-wide shared responsibility for student learning and success and to develop a culture of continuous professional improvement that includes classroom-based learning, mentoring, and coaching.

Achievements

- Processes for effective communication have been established for staff, parents, and the School Council.
- Commenced the implementation process for the MACS 2030 strategy, Vision for Instruction, full participation, and explicit teaching strategies.
- Staff PD - TIMS and the Ochre resources.
- Implement all MACS policies and guidelines.
- Development of Leadership - Lyn Sharratt, Simon Breakspear, and the MACS Team.
- Pedagogy of Encounter PD - with the MACS REL.
- Restructure of School Leadership Team to ensure cross-school level representation and strong leadership.
- Facilitated Planning time-tabled termly.
- Restructure of School Leadership Team to ensure cross-school level representation and strong leadership.
- Timetabled Leadership Team meetings.
- Time-tabled Child Safety Meetings.
- Participation in the Rural Cop and BRCE Networks.
- Professional Development to build the capacity of middle leaders to drive change.
- Weekly memo to allow more teacher learning time at meetings.
- Professional Learning Teams that meet weekly.
- Establishment and continued development of 'Expert Teaching Teams' in Literacy and Numeracy.
- Formalising set times for Literacy and Numeracy support meetings.
- Formal weekly meetings are held between REL and the principal.
- Budgeting and timetabling release for staff professional development.

- Budgeting for all school resources to enhance student learning outcomes.
- LSOs are trained to implement intervention strategies.
- Child Safety Team that meets fortnightly.
- Fortnightly meetings of the School Leadership Team.
- Continued meetings with the school Leadership Team and the MACS Team.
- Engagement of coordinators in regional networks and clusters.
- Allocated time for Student Well-being and Learning Diversity Leader.
- Appointment of an OHS officer and procedures.
- The budget for OHS and building maintenance issues was re-evaluated, and a new budget was formulated.
- Constant reference to the School Vision, SIP, and AAP when implementing actions to drive change.
- Developed a new Mission Statement.
- All attendance data is uploaded to the CECV site. Staff understanding of parameters 1, 6, 7, and 14 is being developed.
- Staff attended Professional Learning Network Meetings for Numeracy, Literacy, Teaching and Learning, Technology (ICT), Deputy Principals, REL, and Principals.
- School attendance at Learning and Teaching briefings.
- Participation in system principal briefings, face-to-face and online.
- Professional development: Closure Days for RE, Spelling, Assessment, and Numeracy. Cluster Education in Faith & Scripture.
- Planning and Assessment - Data Plan.
- Professional Learning Team meetings focusing on Literacy, Numeracy, ICT, student Well-being and RE.
- Training of leaders to implement the Respectful Relationships Framework and the Resilience Project.
- First Aid & Anaphylaxis training for all staff.
- Continued meetings online and face-to-face with the MACS team and leadership.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024
<ul style="list-style-type: none"> • Staff attended Professional Learning Network Meetings for Numeracy, Literacy, Teaching and Learning, Technology (ICT), Deputy Principals, Well-being, REL, and Principal Networks. • School attendance at Learning and Teaching briefings and Principal online briefings. • Professional development online for RE, Spelling, Assessment and Numeracy. Cluster Education in Faith & Scripture. • Planning and Assessment. • Vision for Instruction and Cognitive Load Theory. • MACS 2030 Strategy • Ochre Resources. • Rural COP cluster meetings. • Peta Goldberg - Understanding Scripture. • BRCE Network - Social Justice and Jesus the Jew Spirituality Day with Peta Goldberg. • Professional Learning Team meetings focusing on Literacy, Numeracy, ICT, Student Well- being and RE. • Pedagogy of Encounter with the MACS - Steve Nash. • Training of leaders to implement the Respectful Relationships Program. • First Aid & Anaphylaxis. • Online Learning Modules – Mandatory Reporting/Disability Standards. • RE Accreditation. • Learning Support Officers – Certificate Multi Lit PD for some staff and LSOs. • ICON – training for all admin, deputy principal and principal. • Finance Cluster Meetings. • Resilience Program. • OHS training. • VIEU - New agreement. • New agreement principal & admin training with MACS. • Learning & Teaching Network with MACS. • NAPLAN analysis. • COMPASS PD for all staff • Emergency Management Training all staff by Dynamic • NCCD. • Protect PD for all Child Safety Team members, Principal Forums. • Principal Breakfast meetings principals - Maria Ruberto from Salugenics. • Wellbeing for staff - Maria Ruberto from Salugenics. • Michael Carr Greg - Mental Health First Aid training.

Expenditure And Teacher Participation in Professional Learning	
Number of teachers who participated in PL in 2024	21
Average expenditure per teacher for PL	\$774.00

Teacher Satisfaction

The 2024 satisfaction data reflects a challenging year for St. Mary's School, primarily due to increased staff and student absences. Despite these challenges, several positive trends and strengths in our school community have emerged, which are critical for continuous improvement.

- Overall staff satisfaction for 2024 stood at 68%. This marks a slight decline compared to previous years, primarily attributed to the high absenteeism rates amongst staff.
- Staff collaborative efforts remained robust, with an impressive 85% endorsing collaboration. However, collaboration within teams declined from 75% to 69%, likely influenced by the ongoing staff shortages throughout the year.

MACSSIS Data Insights:

In 2024, St. Mary's staff MACSSIS data demonstrated performance that was at or above the MACS average across most domains, indicating a resilient and effective educational environment despite the difficulties faced:

- School Climate
- Student Safety
- Catholic Identity
- Collective Efficacy
- Support for Teams
- Collaboration in Teams
- Collaboration around Improvement Strategy
- Staff Safety
- Instructional Leadership

Notably, collective efficacy among staff increased positively, rising from 80% to 82%, exceeding the MACS average of 75%.

Conclusion:

While 2024 presented unique challenges, the resilience of our staff and the supportive feedback from parents highlight the strengths of our school community. The continued commitment to collaboration and improvement, along with positive indicators in MACSSIS data, lays a firm foundation for future growth and enhancement of our educational practices. Moving forward, it will be essential to address the areas where we have seen declines,

focusing particularly on team collaboration, to ensure that staff and students thrive in the coming years.

Teacher Qualifications	
Doctorate	0
Masters	0
Graduate	0
Graduate Certificate	2
Bachelor Degree	12
Advanced Diploma	3
No Qualifications Listed	8

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	21
Teaching Staff (FTE)	17.5
Non-Teaching Staff (Headcount)	19
Non-Teaching Staff (FTE)	12.915
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

Goal:

- To be an effective, outward-facing school that promotes parent engagement in learning.

Outcomes:

- Parent voice is strengthened throughout the school.
- Parent engagement in student learning is increased.

Achievements

- The School Advisory Council following the MACS governance guidelines, which meet regularly throughout the year
- The SeaSaw program is used as a means of communication and engagement for the students in grades P to 4.
- Mothers' Night and Fathers' Night are celebrated annually.
- Welcome, BBQ, and open classrooms.
- Learning Expos throughout the year.
- Mission Fete raising money for St Vincent De Paul.
- The canteen is operated by our Year 6 students.
- Sacramental evenings.
- Mother's Day stall and Father's Day stall.
- School assemblies are attended by parents and led by our Year 6 leaders.
- Monday morning briefing led by our Year 6 leaders.
- Open Day and school tours.
- Fathers football match versus the year 6 students.
- Mothers netball match versus the year 6 students.
- School Newsletter, Facebook page and Compass App.
- Christmas concert in the school grounds.
- School tours.
- Regular Parent Support Group Meetings either online or face-to-face.
- Parent-teacher interviews.
- Whole school Masses and liturgies.
- Parent participation in school camps and excursions.
- Outside community groups involved in school activities.
- Mansfield Cubby - after-school care and holiday program in the Mercy Centre.
- Playgroup once a week between 9 am and 11 am in the Mercy Centre - Crawl & Play.

- Shire and Mansfield Hospital's involvement with the school in the Resilience Project.
- Inter-school sports - athletics and swimming.
- Connections with local schools and FCJ in Benalla.
- Swimming program P to 6.
- Working Bee.
- Breakfast Club.
- Prep information evening.
- Online Parent Helpers Course.
- Participation in the Shire ANZAC and Remembrance Day services, our school services, and Mass.
- Working collegially with the Mansfield Autistic Centre.
- Rural Cop Collective involving five rural schools.
- BRCE Network with FCJ and other feeder schools.
- Day for Dolly Day.
- Bullying No Way Day.
- WOW Day and a visit from the local SES.

Parent Satisfaction

Parents expressed a generally positive outlook regarding St. Mary's School:

Our MACSSIS Family Data was at or above the MACS average in every domain. Our parents are delighted with the school and believe St Mary's school is suitable for their child or children.

- Family engagement improved from 59% to 49% in 2024.
- School fit decreased from 83% to 74%.
- Catholic Identity decreased slightly from 63% to 59%.
- Communication was at 76%.
- Student Safety decreased from 93% to 70% during 2024.
- The school climate rating from parents was at 70%, indicating a strong perception of the school's environment.

Additionally, our MACSSIS Family data for 2023 and 2024 remain above or at the MACS average, underscoring a consistent level of satisfaction among families with St. Mary's educational experience.

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.smmansfield.catholic.edu.au