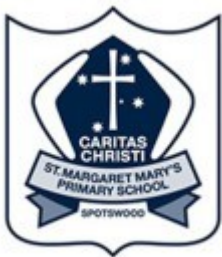




Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



St Margaret Mary's School

181 Hudsons Road, SPOTSWOOD 3015

Principal: Colleen McCambridge

Web: www.smmspotswood.catholic.edu.au

Registration: 1527, E Number: E1179

Principal's Attestation

I, Colleen McCambridge, 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 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 Feb 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

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

St Margaret Mary's School Vision

St Margaret Mary's students are independent lifelong learners inspired by Gospel values and empowered with a sense of purpose and responsibility. They confidently engage with others and are equipped with skills to adapt to an ever-changing world.

SMM Mission Statement

Our purpose is to encourage students to become independent life-long learners. At St Margaret Mary's Primary School we:

Ensure ongoing professional development for staff

Provide diverse and engaging learning experiences to meet the needs and learning styles of each student

Provide contemporary tools and resources that encourage students to be confident, independent and self motivated learners

Offer students regular opportunities to make choices and encourage them to reflect on their own interests and preferences.

Support students to direct their own learning through inquiry.

Support students and staff to set goals and reflect on their learning

Students are encouraged to develop the skills to contribute and connect with their wider community.

Our purpose is to provide opportunities for our students to be inspired by gospel values. At St Margaret Mary's Primary School we:

Implement school rules underpinned by Gospel values

Provide a rich experience of Sacred Story, Tradition and Ritual

Model and instil Gospel values in our everyday dealings with each other

Actively involve all members of our community in prayer and liturgy

Provide opportunities for our staff, students and families to explore and develop their own faith understanding

Generate awareness and empathy for others to inspire actions in the greater community

Our purpose is to be committed to providing opportunities, which develop a sense of purpose and responsibility. At St Margaret Mary's Primary School we:

Create opportunities for shared leadership roles within the school community (Professional Learning Teams, Event organisation committees, Student Representative Council, School Captains, Sports Helper program, Buddy Programs, Parish Sacramental Team, School Advisory Board)

Encourage students and teachers to take responsibility and shared ownership of their learning (professional development, Independent Learning Plans, Parent Helpers Program)

Set high expectations for students and establish achievable outcomes
Provide opportunities, support and guidance for independent goal setting and reflection
Encourage school community to take part in wider Catholic community
Work collaboratively with family, parish and community
Our purpose is to provide opportunities for students to confidently engage with others. At St Margaret Mary's Primary School we:

Provide a safe and supportive climate for all members of the school community
Implement processes and programs to enable students to confidently engage with others
Implement a social emotional learning program
Provide diverse learning experiences to meet the needs of students e.g. small group, independent etc.
Provide opportunities for students to interact with others in the wider community
Our purpose is to provide students with opportunities to develop skills that will help them adapt to an ever-changing world. At St Margaret Mary's Primary School we:

Provide teachers with ongoing professional development in using contemporary teaching methods, tools and resources
Set challenging and rich learning opportunities for students to develop thinking and problem solving skills
Provide practical and innovative opportunities for students to use contemporary technologies
Support students to be confident, optimistic and enthusiastic learners
Encourage learning and interaction within the greater community (excursions, experts, community action)

School Overview

Discover the Hidden Gem that is St Margaret Mary's!

St Margaret Mary's Catholic Primary School is a thriving, inclusive, and faith-filled learning community located in Spotswood, in Melbourne's inner-west. As a parish school, we are guided by the charism of St Margaret Mary, St Mary of the Cross MacKillop, and the Sisters of St Joseph. Our school is deeply rooted in Catholic values, with our motto, "Caritas Christi;" – The Love of Christ; shaping our spiritual, academic, and social mission.

Founded in 1954, St Margaret Mary's is focused on delivering high-quality, values-based education. Initially serving 76 students in the church-school building on Reed Street, the school rapidly grew, prompting the construction of a new facility in 1958. Over the years, the school has continued to evolve, undergoing major refurbishments in 1998 and receiving Federal Government funding in 2008 to develop a multipurpose Information Resource Centre and Teacher's Resource and Planning Area.

The year 2024 has been a landmark one for St Margaret Mary's, as we proudly celebrated our 70th Anniversary. This milestone was marked with a special Anniversary Mass, attended by students, staff, families, past students, and many of the Sisters of St Joseph, who played a foundational role in our school's history. In addition to these celebrations, St Margaret Mary's undertook a refurbishment of areas requiring improved accessibility, made possible through the generous financial contributions of our parents and guardians. These enhancements included a revitalised school community entrance, an upgraded administration area, an improved student first aid room, and additional targeted teaching facilities to further support student learning and engagement.

In 2024, St Margaret Mary's served 154 students, fostering a school environment where all children are respected, valued, and encouraged to thrive. Students receive their education across seven classrooms, facilitated by a committed team of 24 staff members. This team comprises Classroom Teachers, Learning Enhancement Teachers, Literacy and Numeracy Specialists, subject-specific expert teachers, Learning Support Officers, and administrative personnel. As an inclusive Catholic Parish Primary school, we are committed to ensuring that all children, including those with additional learning needs from all positions of the learning continuum, receive the support they require to reach their full potential.

At St Margaret Mary's, we provide a holistic, student-centred education that nurtures each child academically, spiritually, socially, and emotionally. Our curriculum is aligned with the Victorian Curriculum, establishing a strong foundation in literacy and numeracy while offering diverse and enriching learning experiences. Students participate in specialist programs each week, including STEM (Science, Technology, Engineering, and Mathematics), Visual Arts, Physical Education, and AUSLAN - our

Language Other Than English (LOTE) subject. Religious Education and Catholic Social Teachings are central to our faith-based learning, while Wellbeing and Social- Emotional Learning further support students' personal growth and development.

As part of our commitment to innovative and evidence-informed teaching, St Margaret Mary's has embraced the Science of Learning pedagogy, an approach that

aligns with the Melbourne Archdiocese Catholic Schools (MACS) Vision for Instruction: Flourishing Learners 2030. This framework ensures that our teaching practices are informed by the latest educational research, equipping students with the skills, knowledge, and habits essential for lifelong learning and success. Beyond the classroom, St Margaret Mary's is a welcoming and supportive school community where students are encouraged to develop a strong sense of belonging, responsibility, and active citizenship. Our connection to the Parish and wider community strengthens our students; faith and values, helping them grow into confident, compassionate and engaged members of society. Our facilities are designed to support evidenced informed learning, with calm, predictable learning spaces, modern classroom technology, and well-equipped play areas that cater to both structured and unstructured activities.

At St Margaret Mary's, we inspire our students to think critically, ask questions, embrace challenges, and take ownership of their learning alongside the exemplary tuition provided by our staff. Our mission is to empower each student with the knowledge, skills, and values they need to adapt and thrive in an ever-changing world, while remaining grounded in faith, community, and excellence. Every child matters, every moment counts, and every learner is supported to flourish. St Margaret Mary's: A Place to Belong, Learn, Thrive.

Principal's Report

As we reflect on the 2024 school year at St Margaret Mary's Catholic Primary School, I take this opportunity to reflect on the many successes, milestones, and achievements of our students, staff, and broader school community. This year has been one of growth, renewal, and deepening connections, with a shared commitment to excellence in learning, faith formation and community engagement. A defining moment in 2024 was the celebration of our 70th Anniversary, a milestone that allowed us to honour our school's rich history and enduring legacy. The Anniversary Mass, attended by students, families, staff, past students, and the Sisters of St Joseph, was a beautiful reflection of the deep faith and strong sense of belonging that define our community. School tours provided past students with the opportunity to revisit their early years of learning and witness the school's continued evolution. This celebration reaffirmed our mission to provide a Catholic education that nurtures independent, lifelong learners, inspired by Gospel values and empowered with a sense of purpose and responsibility.

Throughout 2024, we have continued to enhance our learning environment, with a strong emphasis on student wellbeing, academic growth, and inclusion. Significant upgrades were made to key areas of the school, including the administration building, school entrance, student first aid room, and targeted teaching spaces, ensuring that our facilities remain modern, accessible, and designed to support contemporary learning practices. These improvements were made possible through the generous support of our parents and guardians, whose commitment to our school community is evident, deeply valued and appreciated.

Academically, our focus has been on delivering high-quality, evidence-based instruction that supports the individual learning needs of every child. The Science of Learning pedagogy, in alignment with the Melbourne Archdiocese Catholic Schools (MACS) Vision for Instruction: Flourishing Learners 2030, has been central to our teaching approach, ensuring that students receive a structured, engaging, and rigorous education. Our specialist programs in STEM, Visual Arts, Physical Education, and AUSLAN have continued to enrich student learning, while evidenced informed, small group and individual targeted teaching programs have provided additional support and challenge to meet the diverse needs of all learners.

At the heart of St Margaret Mary's is a strong sense of faith, belonging, and community, which was evident in the many events and gatherings that brought us together throughout the year. School Masses, liturgies, Sacramental celebrations, the Father's Day stall and Breakfast, Mother's Day Stall and Breakfast, School Disco, and Year 6 Graduation were just some of the highlights that reinforced the importance of connection, gratitude, and shared experiences. Our partnership with families remains an essential part of our school culture, and I am continually inspired

by the way our staff, students, and parents work together to create a supportive, inclusive and thriving learning environment.

As we look ahead to 2025, we remain steadfast in our commitment to educational excellence and the holistic development of our students. We will continue to focus on student wellbeing, deepening faith formation, and strengthening learning outcomes, ensuring that every child is equipped with the skills, confidence, and values to succeed in the constantly evolving global landscape.

I extend my sincere gratitude to our Parish Priest, Fr. Binh Le, and our new Parish Administrator, Fr. Samuel Kapani for their spiritual guidance. I also wish to acknowledge our incredible staff, who demonstrate dedication, professionalism, and a deep commitment to student success every day. To our parents and families, thank you for your ongoing partnership, generosity, and trust in our school—your involvement is invaluable in shaping the positive and welcoming environment we strive to maintain.

St Margaret Mary's continues to be a beacon of faith, learning and community—where every child is valued, every voice is heard, and every learner is supported to flourish. I look forward to another year of growth, discovery, and shared success in 2025 at our vibrant, welcoming, and engaging school.

Warm regards,

Colleen McCambridge

Principal

Catholic Identity and Mission

Goals & Intended Outcomes

To further cultivate St. Margaret Mary's School as a vibrant, prayerful, and authentic Catholic community, empowering each member to deepen their relationship with God and embody the Catholic Social Teachings and the spirit of the Gospel in contemporary life.

Students will strengthen the connections between their learning in Religious Education and Social Justice with their daily experiences.

Staff, students, and parents will enhance their appreciation and understanding of the significance of Catholic faith and traditions in their everyday lives.

Interactions among staff, students, and parents will be increasingly characterized by respect, forgiveness, and trust.

Achievements

Continued to facilitate regular planning sessions and provide professional development led by the Religious Education Leader, equipping teachers with the knowledge and strategies to integrate our faith perspective into Inquiry units.

Maintained a 'Faith Life Lens' within the Integrated Inquiry curriculum, ensuring that our learning is consistently informed by a faith-based perspective.

Conducted fortnightly whole-school prayer during school assemblies, with students taking a leadership role.

Further developed and enriched the school's liturgy and prayer life.

Staff members were presented to the Parish community during a Sunday Mass.

Celebrated Family Masses within the parish for each of our Feast Days, fostering stronger worship and community ties between the school and the parish.

Sustained our tradition of a rich liturgy and prayer culture within the school, exemplified by children preparing school Masses and assembly prayers.

Continued the Sacramental program structure for Years 3, 4, and 6, in collaboration with Sacred Heart Primary School and our partner parishes, following the Enrol-Learn-Celebrate-Journey On framework.

Our Year Three students celebrated the Sacrament of Reconciliation for the first time.

Our Year Four students celebrated the Sacraments of Eucharist for the first time.

Our Year Six students celebrated the Sacrament of Confirmation.

Staff continued to utilize Godly Play as a method for sharing sacred stories.

Visible displays of our faith were maintained in classrooms and school corridors, reflecting church seasons, units of work, and the Sacraments.

Celebrated St Margaret Mary's Feast Day with student participation in Mass and various activities.

Hosted Family Faith Development Evenings for the Sacraments of Reconciliation, Eucharist, and Confirmation.

Student leaders participated in the St Patrick's Day Mass at the Cathedral during Catholic Education Week.

Regular meetings were held between the Religious Education Leader and the Parish Priest. Responsibility for preparing prayer and reflection at weekly staff meetings was shared among staff members.

The Mini Vinnie's team was commissioned, with a focus on social justice initiatives. Implemented social justice activities and actions connected to the Faith Life Inquiry units. Student-led liturgies were conducted for Lent and Holy Week.

Organised a Breakfast with families to mark Shrove Tuesday.

RE Leader attended the Western Zone Beginning of the Year Mass with all Primary schools in the Western Zone.

Students participated in a Confirmation Reflection Day, which included a visit from Bishop Martin Ashe.

Altar server training was offered and implemented through the Parish.

The School Choir performed at School Masses and Sacraments.

A Graduation Mass was held for our Year Six students.

Whole-school 'Beginning of Year' and 'End of the Year' Masses and Concerts were celebrated.

A Grandparents Mass and Open Morning were held to celebrate the Feast of St. Anne and St. Joachim.

Value Added

Our students actively engaged in a wide array of curricular and extracurricular activities. They continued to take a significant role in the organisation and presentation of liturgical celebrations. We maintained our focus on being a Catholic Parish Primary School that prioritises the faith formation and development of all our students. Our commitment to the ongoing expression of our Catholic Identity remains strong. We actively participate in relevant celebrations and ceremonies, guided by our desire to uphold Catholic teachings. Our Parish Priest, FrSamuel Kapani, provides spiritual leadership for both the School and Parish communities. Our positive and collaborative relationship with our Parish school partnership team continued to flourish in the Parish of St Joseph, Newport and Spotswood.

Learning and Teaching

Goals & Intended Outcomes

Evidence-Informed Instruction

- Equip educators with the knowledge and tools to apply explicit instruction, supported by cognitive science principles.
- Build a shared understanding of high-impact teaching strategies across all learning areas.
- Strengthen the use of data-informed teaching practices to respond to student learning needs.

Assessment & Data Use

- Review and refine the school's assessment schedule to focus on high-value assessments that drive instruction.
- Increase staff confidence and capability in using data to identify learning gaps and track student progress.

Consistency and Equity

- Reduce variance in teaching practice through the use of knowledge-rich scope and sequence documents across all year levels and subjects.

Implement Multi-Tiered Systems of Support (MTSS) in literacy and numeracy to address the needs of all learners.

Achievements

All staff engaged in the Flourishing Learners professional learning series with 100% attendance recorded for 2023–2024 sessions.

Instructional coaches led targeted modelling of classroom routines, supporting explicit instruction aligned with the gradual release of responsibility model.

Teachers collaboratively trialled and reflected on high-impact strategies, including worked examples, questioning, and daily review practices.

The Vision for Instruction was unpacked across the school, supporting a shared pedagogical language and commitment to cognitive science principles.

The assessment schedule was reviewed and refined, ensuring clarity, purpose, and alignment with instructional priorities.

Staff were supported through PL to analyse data sets (e.g., LFIN assessments), resulting in

more targeted instruction in numeracy.

Tracking tools and spreadsheets were introduced to monitor student progress and inform team planning.

Time was dedicated during PLTs to unpack the purpose and impact of assessments, contributing to greater teacher confidence and reduced assessment fatigue.

Scope and sequences were developed for literacy, numeracy, and writing across all year levels, supporting greater curriculum coherence.

Teachers engaged with lesson delivery materials and knowledge-rich curriculum resources to reduce variability across classrooms.

A focus on professional learning (including coaching) ensured that all staff had access to the theory and practice of evidence-based instructional models.

Initial implementation of MTSS frameworks in literacy and numeracy provided clear pathways to support learners needing targeted intervention.

Student Learning Outcomes

Through full participation in the Flourishing Learners professional learning and in-school coaching, staff developed a deeper understanding of evidence-based instructional practices. This has led to greater consistency in lesson delivery and more confident, intentional teaching across the school. The development of scope and sequence documents, along with access to knowledge-rich lesson resources, has significantly reduced variance between classrooms. This ensures all students, regardless of class or teacher, receive equitable access to a rigorous and coherent curriculum. Teachers are now more equipped to use formative and summative data (e.g., LFIN assessments) to identify student needs and plan targeted teaching. The integration of tracking tools supports data-informed conversations within PLTs, leading to timely intervention and improved learning outcomes.

With the Vision for Instruction unpacked school-wide, teaching practices now reflect key findings from cognitive science—such as reducing cognitive load and reinforcing schema development through techniques like daily review and worked examples. A streamlined and intentional assessment schedule has reduced unnecessary testing and increased teacher ownership of the data. PLTs have become a key forum for interpreting data and planning next steps, promoting collaboration and clarity. The staged introduction of MTSS for literacy and numeracy enables earlier identification of students requiring support and more structured, evidence-informed intervention strategies. The combination of whole-school PL, coaching, and collaborative reflection has nurtured a professional culture committed to continuous improvement and shared instructional goals.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proportion
Grammar & Punctuation	Year 3	424	71%
	Year 5	531	90%
Numeracy	Year 3	415	79%
	Year 5	500	84%
Reading	Year 3	428	82%
	Year 5	524	100%
Spelling	Year 3	418	68%
	Year 5	491	90%
Writing	Year 3	417	82%
	Year 5	508	100%

*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

To implement a whole-school approach that prioritises student mental health and wellbeing by strengthening leadership, enhancing staff capacity, embedding consistent wellbeing and behaviour practices, and fostering a safe, inclusive, and values-driven learning environment

Build staff capacity to support student wellbeing through leadership roles, professional learning, and collaboration.

Embed consistent, evidence-based wellbeing and behaviour practices across all year levels. Strengthen partnerships with families and external agencies to support individual student needs.

Foster a positive, inclusive school culture through student voice, leadership, and community engagement.

Achievements

Leadership & Staff Development

The Student Wellbeing Leader (SWL) continued to promote and lead wellbeing initiatives across the school.

Appointment of Mental Health and Wellbeing Leader (MHWL) who commenced Year 1 of the Mental Health in Primary Schools (MHIPS) Program involving training and involvement in a Community of Practice

MHWL led professional development for staff to build teacher capacity in supporting mental health and wellbeing.

Introduction of The Children's Wellbeing Continuum to support conversations and monitoring of children's health and wellbeing

The SWL attended MACS network meetings, professional development and training to stay updated on young people's current mental health concerns in the community and best practices in student wellbeing.

Partnerships & Support Services

The partnership with Catholic Care continued, with the annual appointment of a provisional psychologist for one day per week, to ensure continuity of care and meet students' needs.

The appointment of a speech pathologist was recommended to support the referral pathway for students requiring additional support.

The SWL and Learning Diversity Leader (LDL) worked collaboratively with individual staff to build teacher capacity to enhance social-emotional and academic learning.

The SWL liaised with external agencies to ensure students and their families received support.

Curriculum & Programs

The Whole School Behaviour Curriculum was implemented as part of the MACS Western Zone Vision for Instruction, promoting a consistent approach to student behaviour.

Classroom engagement norms were introduced school-wide, aligning with the MACS Vision for Instruction.

Social Emotional Learning (SEL) lessons were planned and taught, with support from the SWL, reflecting the school context, evidence-based practice, the Victorian Curriculum, and student needs.

Teachers received support and resources to implement practical, classroom-based strategies catering to wellbeing and student needs.

Transition Support

The Kinder to Foundation transition program included a parent information night inclusive of Grade 6 captains' perspectives, drop-in sessions for kinder students, formal orientation sessions, buddy sessions, kinder/preschool visits, and Parent Support Group (PSG) meetings for families with children identified with diverse needs.

Transition support for students moving to Year 7 included handover processes and student activities designed to prepare them for secondary school.

Wellbeing Communication & Resources

Wellbeing news is featured in the school's fortnightly newsletter, keeping the community informed about wellbeing initiatives and updates.

Staff completed annual learning modules focused on child safety and inclusion.

A Child Safety tile was added to the staff shared drive, providing current resources and links to support student safety and wellbeing.

External programs were offered to enhance wellbeing, e.g. cyber-safety classes and Bodyworks sessions for parents and students

Support for Student Wellbeing

The staff offered alternative activities for student play breaks, as part of inclusive practice

The camp program for Years 3-6 promoted positive, active experiences outside the home, team building, independence, and resilience.

Students were engaged in scheduled learning conversations to celebrate their strengths and learning

The SWL and LDL worked collaboratively with staff and external professionals to support individual students and their families.

Student Attendance & Community Engagement

The SWL ensured that the community understood the direct link between regular attendance and academic success. Efforts to monitor, track, and address attendance concerns were a focus throughout the year.

Student Leadership & Involvement

Year 6 student leaders were involved in activities to promote the school's values and build relationships. Year 5 students engaged in the Year 6 school leader appointment process.

A dedicated weekly whole school values assembly was led by Grade 6 wellbeing captains,

celebrating students who demonstrated the school values.
The Student Representative Council (SRC) continued

Value Added

The SWL's participation in training in the MHiPS program enhanced the school's ability to respond to emerging student wellbeing needs effectively.

Proactive liaison with external agencies allowed for more comprehensive support for students facing complex challenges.

The focus on student attendance emphasised the school's commitment to academic success and student engagement.

Integration of evidence-based programs into the SEL and behaviour curricula, added significant value to the social-emotional development of students, ensuring a consistent and research-informed approach across all grade levels.

Student Satisfaction

In 2024, our school continued to see positive growth in several key areas of student engagement and satisfaction. Notably, the percentage of students who felt focused during class activities rose to 71%, exceeding the MACS 2024 average of 70% and improving from 65% in 2023. Students also reported increased excitement about going to class, rising from 47% in 2023 to 52% in 2024, aligning with the MACS average.

While excitement to participate in class remained steady at 52%, we are encouraged by the significant improvement in how often students talk about class ideas outside of school, which increased from 9% in 2023 to 23% in 2024 — a strong step toward the MACS average of 26%. Interest in class content also grew from 35% to 48%, showing continued upward momentum, though still below the MACS average of 55%.

These results reflect our ongoing efforts to engage students meaningfully through high-quality teaching, focused classroom routines, and programs that connect learning to real-world thinking. We remain committed to further improving student experience through targeted strategies that build curiosity, motivation, and deeper learning engagement.

Student Attendance

The Attendance Roll is filled in electronically via the Nforma. Teachers complete the roll at 9 am and after the lunch break. Parents of students with unexplained absences are contacted via Nforma text message by the school at 9.30 am as per the Attendance Guidelines 2018.

MACSSIS Data - Academic Performance (Student Attendance)

Student attendance continued to be a key focus in 2024, with strong efforts made to communicate the importance of regular attendance for academic success and student well-being. Our semester one attendance rate was 94%, slightly higher than the average for MACS like schools. The attendance level, which reflects the percentage of students attending at least 90% of the time, was 82%, also above the MACS average.

These results reflect our ongoing work in monitoring attendance, supporting families, and promoting consistent school engagement across all year levels.

Average Student Attendance Rate by Year Level	
Y01	93.9
Y02	90.5
Y03	93.3
Y04	94.7
Y05	91.4
Y06	88.6
Overall average attendance	92.1

Leadership

Goals & Intended Outcomes

To build and sustain the capacity of leaders, staff, and students to implement the Vision for Instruction, focusing on evidence-based, knowledge-rich teaching practices.

To develop staff expertise in using data to inform targeted teaching strategies and enhance student learning outcomes.

To strengthen whole-school consistency in curriculum planning and pedagogy across all learning areas, including the Religious Education Curriculum.

To foster a collaborative professional culture that promotes instructional excellence and equitable learning outcomes for all students.

Achievements

Promoted and lived out the Catholic identity and school values of Respect, Integrity, Compassion, and Excellence across the school community.

Continued implementation of the Vision for Instruction framework, with a focus on Excellence (knowledge-rich teaching) and Equity (ensuring all students achieve proficiency).

Ongoing professional learning for staff, aligned with the Annual Action Plan and School Improvement Plan, including:

Weekly Professional Learning Community (PLC) meetings

Facilitated curriculum planning led by school leaders

Professional development in explicit instruction and structured literacy

Enhanced whole-school clarity and consistency in instructional approaches, curriculum planning, and assessment practices.

Leadership team met weekly to review progress against Annual Action Plan goals and guide improvement.

Maintained and reviewed clear and consistent induction processes for new and returning staff.

Conducted regular Performance, Planning and Review (PPR) meetings with staff, focusing on goal-setting aligned to AITSL standards.

Student wellbeing and learning remained central to all leadership decisions.

Consultative Committee provided input on staffing, class structures, and leadership roles.

Reviewed and updated the Student Entitlements for Learning and Teaching document.

Supported staff pursuing Religious Education Accreditation through mentoring and professional learning.

Provided student leadership opportunities through the Student Representative Council and School Captain roles.

Held a Leadership Planning Day to evaluate 2024 Annual Action Plan outcomes and set direction for 2025.

Leadership participated in professional development and succession planning in collaboration with MACS and incoming school leaders.

Ensured staff compliance with Mandatory Reporting, First Aid, Emergency Management, and Anaphylaxis training.

School Advisory Council met regularly to support strategic direction and provide community voice.

Continued renewal of ICT infrastructure, library resources, and classroom teaching materials.

Continued to develop digital version of Staff Handbook for clarity and consistent practises.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
First Aid, CPR & Anaphylaxis training Middle Leadership Professional Learning InitaLit training MiniLit training MaqLit training Principal Network Meetings Wellbeing Network Meetings Deputy Principal Network Meetings Deputy Principal Conference Learning Diversity Network Meetings ICT network PL Principal and Parish Priest Briefings Functional Behaviour Analysis Instructional Coaching Maths Leaders Network Child Safety – All Staff Inclusive teaching and Learning with Down Syndrome Victoria Flourishing Learners Literacy Network Religious Education Network ACER data PL Review: Child Safety Finance Network Meeting Enquiry Tracker PD	
Number of teachers who participated in PL in 2024	20
Average expenditure per teacher for PL	\$1500.00

Teacher Satisfaction

Staff reported higher satisfaction in access to professional development and learning. School Climate and teachers overall perceptions of the social and learning climate remained high.

Support for Teams and staff perceptions of how well leadership allows effective collaboration continued to be positive.

A strong perception of Catholic Identity among staff was as a result of faith leadership within the school.

Teacher Qualifications	
Doctorate	
Masters	
Graduate	
Graduate Certificate	
Bachelor Degree	
Advanced Diploma	
No Qualifications Listed	

Staff Composition	
Principal Class (Headcount)	
Teaching Staff (Headcount)	
Teaching Staff (FTE)	
Non-Teaching Staff (Headcount)	
Non-Teaching Staff (FTE)	
Indigenous Teaching Staff (Headcount)	

Community Engagement

Goals & Intended Outcomes

To strengthen the collaborative partnership between home, school, and the wider community to support learning and wellbeing.

That parents and staff will actively engage in positive home-school partnerships to optimise student learning and wellbeing outcomes.

Achievements

Throughout 2024, numerous initiatives fostered strong connections between our school, families, and the broader community. Key achievements included:

Digital Engagement: Utilising our official Facebook and Instagram pages to actively share school news, events, and learning highlights with parents and the wider community.

Prep Transition & Welcome:

Creating a private Facebook group specifically for Prep 2024 families to build connections before the school year began.

Hosting a welcoming Parent Cuppa/Gathering on the first day of school.

Implementing a comprehensive Prep transition process for incoming 2025 students and their families, including parent induction sessions while children experienced classroom activities.

Introducing new Community Welcoming sessions for our future Foundation students, including library, craft and art sessions.

Conducting kindergarten visits by the Prep teacher and Learning Diversity Leader to foster early connections.

Building Relationships: Facilitating 'Getting to Know You' interviews early in the year, particularly valuable with the welcoming of new staff members.

Faith Community:

Celebrating the Sacraments of Penance, Eucharist, and Confirmation, involving families and the parish community.

Continuing termly Family Masses to strengthen the parish-school connection.

Holding an end-of-year community celebration featuring Mass and student-led carols. School Events & Celebrations:

Hosting vibrant community events like the Easter Bonnet Parade and Raffle.

Opening the school to families and community members for special occasions such as Grandparent's Day and Catholic Education Week celebrations.

Organising a whole-school parade to celebrate Book Week.

Facilitating Grade 5 and 6 student participation in local Remembrance Day activities.

Celebrating the achievements of our Year 6 students with a parent-organised graduation event.

Parent & Community Involvement:

The Fundraising and Social Group (FSG) successfully organised numerous events, including Mother's and Father's Day stalls, discos, cake stalls, and other fundraising initiatives.

Providing Parent Helper Training for families wishing to assist in classrooms.

Inviting parents to share their expertise as guest speakers for class Faith-Life Inquiry units.

Engaging the community through initiatives like the school footy tipping competition.

Offering various sporting clinics run by local clubs.

Partnerships & Outreach:

Continuing the valuable partnership with Emmanuel College through their VCAL Program.

Encouraging students to engage with the wider community through action projects linked to their Faith-Life Inquiry units.

Providing multiple opportunities for students to participate in sporting activities, including District sports involvement led by the PE Leader.

Communication & Planning:

Publishing fortnightly school newsletters, accessible via the school website.

Implementing actions from the established Marketing and Communication Plan.

Hosting a School Open Day during Catholic Education Week for prospective and current parents.

Maintaining regular communication through monthly meetings between the Principal and the Chairperson of the School Education Advisory Board.

Gathering valuable feedback through the MACSSIS survey, completed by staff, parents, and students.

Parent Satisfaction

Feedback gathered via the 2024 MACSSIS survey continued to show positive results regarding parent satisfaction. Areas such as Family Engagement, School Fit (how well the school meets their child's needs), and Student Safety remained strong indicators of satisfaction. This reflects the ongoing dedication of our staff to create a supportive and effective learning environment tailored to student needs.

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.smmspotswood.catholic.edu.au