

2025

Annual Report to the School Community



St Mary's School

15-33 Bridlington Ave, ECHUCA 3564

Principal: Jasmine Ryan

Web: www.smechuca.catholic.edu.au

Registration: 584, E Number: E3016

Principal's Attestation

I, Jasmine Ryan, 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 2025 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 31 Mar 2026

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

The Catholic Education Week theme for 2025, “Pilgrims of Hope” aligned Catholic Education Sandhurst with the Catholic Church’s international Jubilee Year, inviting our education community to take up Pope Francis’s call to “fan the flame of hope that has been given us”. As St Paul reminded us in his letter to the Romans “hope does not disappoint us, because God’s love has been poured into our hearts through the Holy Spirit that has been given to us” (Romans 5:5).

Magnify Sandhurst

The rollout of Magnify Sandhurst across our 51 schools has been the most significant educational initiative in our system’s history. With the support of our partners—Steplab, Knowledge Society, MultiLit, and Ochre Education—Magnify has begun to transform classroom practice, curriculum delivery, and professional learning. The introduction of low-variance curriculum models, instructional coaching, and MTSS frameworks has provided a consistent and evidence-informed foundation for teaching and learning.

Early indicators from NAPLAN and PAT assessments suggest promising trends in student growth. The Magnify model’s emphasis on clarity, structure, and responsiveness has been well received by educators, and the gradual release of responsibility for both students and teachers is fostering a culture of deep learning and professional agency.

Academic Progress and Achievement

While full impact data will take time to mature, 2025 has seen encouraging signs of improvement in student outcomes. Schools implementing Magnify with fidelity are showing gains in foundational literacy and numeracy. VCE results across Sandhurst secondary schools continue to vary, but the system-wide focus on instructional quality and curriculum alignment is expected to stabilise and lift performance over time.

System Solidarity and Subsidiarity

The balance of solidarity and subsidiarity remains central to our system’s identity. In 2025, CESL continued to provide centralised support while respecting the unique character and needs of each learning centre. This approach has enabled shared growth and innovation, while empowering local leadership to respond to their communities with agility and insight.

Know Better, Do Better

As we deepen our commitment to continuous improvement, we have embraced the principle of “Know Better, Do Better.” This has meant courageously de-implementing programs that no longer serve our evolving goals, and supporting staff through transitions with empathy and

clarity. The humility to reflect, learn, and grow has been a hallmark of our leadership this year.

I remain deeply grateful to our school staff, CESL Office personnel, and the members of the CESL and Board for their unwavering commitment to our shared mission. The leadership and dedication demonstrated across our schools have made an outstanding impact in bringing Magnify to life throughout 2025, and the collective efforts of our entire education community continue to ensure that our young people and their families are empowered to have “life to the full” (John 10:10).

Kate Fogarty

Executive Director, Catholic Education Sandhurst Limited

Vision and Mission

St Mary's Identity Statement:

A **Faith** Community,
Learning together,
Spreading the Good News of Jesus through Positive relationships,
Trust and **Love**.

St Mary's Vision:

RESPECT others, self and the environment.

COURAGE to stand up and be strong even when it is hard.

Be **INCLUSIVE** of all, value differences.

Strive to **ACHIEVE** and be our best.

SERVE others with Jesus as our model.

CELEBRATE faith, achievements, all that life gives us.

School Overview

In 2009, St. Mary's School was relocated to West Echuca from central Echuca, boasting an enrolment of 350 students. The purpose-built buildings were designed to offer students innovative and contemporary learning opportunities. Enrolments have remained robust, particularly for Foundation students, with current enrolment figures at 579 students and 84 staff members as of 2025.

As a faith-based community, we gather for weekly liturgical celebrations including Year-Level, Community, and whole-school Masses. The Sacramental program was offered to learners in Years 3-6 from the Parish-based program, as well as for special occasions and assemblies. The strong sense of community is demonstrated through active parental involvement at various levels. Our Religious Education program aligns with the Diocesan "Source of Life," Core document and Religious Education Curriculum. Professional Learning Communities and Teams are fostered to encourage collaborative learning among teachers and the development of essential skills and knowledge for providing engaging educational experiences.

The school remains committed to enhancing the capabilities of all teachers through professional development opportunities and knowledge-sharing initiatives. Leadership is encouraged at all levels, with ongoing support for staff development. An Investigative Inquiry approach to learning is promoted school-wide to encourage student engagement. Data-driven practices are implemented to maintain high academic standards.

St. Mary's School is well-equipped with modern facilities and technologies to create a comprehensive learning environment for all students. Emphasising learner wellbeing, the school prioritises Positive Behaviour in Schools (PBIS) and Restorative Teaching practices. Specialised support for students with additional needs is provided by a Leader of Learning Diversity, speech pathologist, social worker and occupational therapist to ensure the safety and emotional intelligence of all learners.

Parental involvement is highly valued, with open communication between school and home promoted. Parents are encouraged to participate in their child's educational journey. The curriculum includes specialist subjects such as Performing Arts, Visual Arts, Physical Education, Wellbeing & Mindfulness, Digital Technology, and Indonesian and Auslan languages.

Decisions at all levels are informed by the school's School Improvement Plan and the 2025 Annual Action Plan. St. Mary's School is dedicated to meeting the diverse needs of its learners and adhering to best practices in Learning and Teaching, with steadfast support from the Catholic Education Office, Sandhurst.

Principal's Report

St Mary's embarked on the 2025 school year, enrolling 579 learners and employing 84 staff.

The school community committed wholeheartedly to the collective Catholic Education Sandhurst, Magnify initiatives with extensive professional learning and changes in practice. St Mary's ongoing commitment to data-informed and responsive teaching allowed this change in pedagogy and learning and teaching to transpire successfully. The Diocese of Sandhurst has adopted a system-wide approach to learning and teaching to ensure all schools offer high-quality learning and instruction. The curriculum provides teachers with the tools, knowledge, and application needed to ensure our learners are growing and striving for excellence. Our teachers have committed wholeheartedly to this initiative and are deeply engaged in their own learning, as it involves a significant amount of professional change.

All leaders, while leading within their areas, committed to a 'Change' team to support staff, professional learning, and the ongoing practice of new programmes and strategies across the school. These teams meet regularly to track data, support teacher training, and source information when challenges arise.

CESL Magnify:

Science of Learning – pedagogy, how the brain learns and retains information.

OCHRE: English & Mathematics – explicit instruction in literacy and numeracy using the foundations from the Science of Learning. The instruction is fast-paced, differentiated, and supports the Victorian curriculum. OCHRE Mathematics is taught from Foundation to Year 6, and English from Years 3 to 6.

MultiLit – This programme is implemented from Foundation to Year 2. InitialLit is an evidence-based whole-class literacy programme that provides all children with essential core knowledge and strong foundations to become successful readers and writers. MultiLit offers intervention supports called Sage and MacLit.

Classroom Mastery – This approach ensures that learners can learn effectively by creating a structured, engaging, and well-managed environment. It focuses on clear expectations, consistent routines, and positive teacher-learner relationships to minimise disruptions and maximise learning time.

Steplab – is the professional coaching of teachers to ensure professional learning is impactful and affirming. St Mary's has four coaches trained from within the school to support progressive teacher growth and satisfaction.

Our learning journey was well supported by a strong leadership team. In 2025, the St Mary's Leadership Team included seven leaders across key curriculum areas:

Rebecca Lloyd, Deputy Principal – Learning & Teaching

Brent Anstee, Deputy Principal – Community Wellness

Adelia Muldoon, LOP – Literacy

Clare Pentreath, LOP – Numeracy

Colleen Hampson, LOP – Catholic Identity

Liz Chapman, LOP – Learning Diversity & Inclusion

Chris Howgate, LOP – YLL & Specialist Team

Both deputy principals completed a summative appraisal, being halfway through their tenure. The process was affirming and informative for professional growth moving forward. It was very thorough and provided valuable insight for the next steps in their leadership. Staff, leaders, and parents contributed via surveys and panel interviews.

St Mary's underwent a VRQA review, which allowed reflection, analysis, and affirmation of what works well and what can be improved at St Mary's. CESL was of great support in the preparation, policy, and compliance. The staff contributed positively by providing exemplar documentation, having practices observed, and offering the reviewer detailed insights into how St Mary's operates.

Our NAPLAN data continued on an upward trend, with St Mary's setting and committing to targets and benchmarks to ensure accountability and affirmation in our practice. St Mary's is working towards state measures and continues to exceed the CESL data.

The employment of a Catholic Identity leader has reinvigorated the staff and learners, bringing our faith and spirituality to life. Our choir has been reinstated, and our Masses and liturgies are engaging and lively in participation. Our relationship with our parish continues to be strong and supportive.

The year was filled with memorable events, celebrations, and meaningful learning

opportunities. We collaborated as a community and held one of our greatest and most memorable fetes. As a community, we continued to present in the wider community through participation in the annual Reconciliation Walk, ANZAC Day march, Meals on Wheels, visits to aged care residents, and regular Masses with our parish. Our Mother's, Fathers', and Grandparents' Days continue to see attendance in excess of 400 people! The atmosphere, excitement, and connection are well worth the preparation and effort of each event.

Our buildings and facilities continued to be well cared for. St Mary's completed the design and build of a Sensory Room in the Healy Centre. The sensory room can be accessed by all learners within the school and appeals to those needing support to regulate. St Mary's employed a new maintenance leader to uphold the facilities and resources.

All in all, it was a highly successful year, with immense growth for the teaching team, increased academic data, and continued excellence in sport and the arts within the local and regional community. St Mary's continues to offer exceptional holistic education to all it embraces.

Catholic Identity and Mission

Goals & Intended Outcomes

St Mary's staff will promote a culture of dialogue in their role as witnesses, specialists and moderators.

Achievements

- F.I.R.E. (Friends Igniting Reconciliation through Education) Carrier program saw the commissioning of 22 new candidates from across Years 4 and 5
- Celebration of significant events engaging with the wider community, including Grandparents Day, Shrove Tuesday and Mother's Day.
- Caritas Just Leadership Day involved 11 Year 5 Learners who will continue to promote social justice initiatives into the new year.
- St Mary's Choir of 25 members gathers for practice on a weekly basis during lunchtime and has performed a series of engaging songs at Wharparilla Aged Care, Echuca Regional Hospital, and St Mary's Church. The group were also invited to sing at the Information evening and the Year 6 Graduation Liturgy.

Value Added

Student Learning Outcomes:

- This year, seven Learners from across Years 4 and 5 trained as Altar servers to support Masses at school and in the Church.
- Building staff capabilities to unpack and deepen their understanding of scripture strengthens learners' knowledge and understanding.

Professional Learning:

- Termly PLC meeting to build knowledge, confidence and capabilities of staff within the Catholic Identity space
- 3 staff members enrolled in CESL Accreditation Course
- Catholic Identity Leader participated in the Mungo Immersion Experience
- All staff engaged in CESL Spirituality Day
- Three staff members gained training as Eucharistic Special Ministers

Future Directions:

- To continue to build connections with the Parish community
- For the transfer of knowledge of scripture from staff to learner in the classroom

- Depth and strengthen Instructional Coaching, allowing staff and Year Level teams to acknowledge strengths and challenges within the curriculum and delivery.
- Continue to support staff with Accreditation opportunities to build capabilities, knowledge and confidence within both personal and professional realms.
- Provision of classroom modelling opportunities led by a Catholic Identity leader, providing observation of best practice in Religious Education.

Learning and Teaching

Goals & Intended Outcomes

St Mary's staff will teach the Victorian Curriculum through agreed evidence-based pedagogical practices to ensure effective teaching and learning outcomes.

Achievements

Literacy Achievements

Victorian Curriculum – English 2.0

In 2025, St Mary's staff successfully implemented and reported against the English Victorian Curriculum 2.0. Staff identified key changes within the curriculum and deepened their understanding of the curriculum's concepts and structure.

Literacy Programs – Magnify Sandhurst as directed by CESL Sandhurst, St Mary's successfully implemented the literacy programs, InitialLit in Foundation to Year 2 and Ochre in Years 3 –6. These initiatives enhanced learner outcomes through evidence-based explicit instruction while remaining responsive to learners' needs.

InitialLit: Foundation – Year 2

St Mary's implementation of the InitialLit literacy program strengthened learners' foundational reading and writing skills. A targeted focus on phonemic awareness and phonics, alongside the explicit development of decoding and encoding skills, supported improved accuracy, fluency, and confidence in early literacy.

Ochre English: Years 3-6

Through Ochre English St Mary's staff provided curriculum-aligned lessons, activities, and assessments, supporting consistent and effective teaching. Structured unit and lesson plans strengthened staff understanding and preparation. Daily review reinforced phonological development, spelling, vocabulary, and grammar, while addressing misconceptions and consolidating learning through active recall to support sustained mastery.

MultiLit Tier 2 support: Years 1-6

St Mary's support staff effectively taught tier 2 learning programs across the school. Many learners successfully completed the MiniLit Sage and MacqLit programs, reentering the classroom full of confidence in their literacy abilities.

Assessment and Data

Assessment and the collection of data was used to monitor and evaluate the Magnify program's impact on learner literacy skills and knowledge. This provided teachers with

accurate 'in the moment' data to assist with direct explicit teaching and learning.

St Mary's data indicated by focusing on phonemic awareness through daily, engaging lessons, this helped learners build a strong foundation for reading and writing.

NAPLAN

St Mary's English NAPLAN results indicate an upward trend in both Year 3 and 5. Significant growth in Reading, Writing and Language Conventions is evident.

St Mary's successful implementation of the Magnify programs was recognised by the MultiLit team and CESL Teaching and Learning delegates. The school received high praise for maintaining fidelity to program design, delivering with excellence, and fostering strong, authentic relationships with learners.

Professional Learning: Literacy

- St Mary's staff engaged in InitialLit and Ochre professional development and training.
- St Mary's support staff participated in professional development and training in MiniLit Sage and MacqLit.
- Leaders of Pedagogy participated in leading curriculum, assessment and data professional days to assist with updates and further direction.

Numeracy Achievements:

The major achievement was implementing Ochre through the Magnify Instructional Approach, with a strong impact across Foundation to Year 6 Mathematics.

Ochre was introduced as our core mathematics program, representing a significant shift to a low-variance curriculum across the school. This created greater consistency in teaching and learning, ensuring all students had access to high-quality mathematics instruction.

As a result, all learners experienced:

Explicit teaching of mathematical vocabulary

Clear modelling of worked examples

A consistent daily review to strengthen retention of previously taught content

Active participation through whiteboards during the Daily Review and We Do phase

Greater consistency of practice and expectations across all year levels

This implementation has strengthened teacher practice, increased student engagement, and supported improved outcomes in mathematics learning.

Assessment trackers were developed to ensure clear monitoring of student achievement and effective triangulation of data sources. This enabled staff to identify learner progress, respond to needs promptly, and make informed teaching decisions.

Intervention programs were also developed using Ochre to support students with gaps in foundational knowledge who were not yet able to access year-level content. These targeted supports focused on strengthening essential skills and concepts, helping learners build confidence and successfully engage with the mathematics curriculum.

Implementation Reflections

In Semester 1, some year levels—particularly in the junior school—found the shift challenging due to the change in teaching practice.

Through Instructional Coaching (IC), we identified:

An over-reliance on slides

A need to strengthen the use of manipulatives and hands-on learning

This adjustment was implemented and led to:

Improved teacher confidence

Stronger learner engagement and understanding

Extension and Acceleration (2025)

In Semester 2, we introduced acceleration opportunities for learners.

This was highly successful in Years 3–6, contributing to improved outcomes.

Junior levels began to implement acceleration opportunities, though not yet consistently across all classes.

PAT Benchmarks

In 2025, staff established aspirational benchmarks using PAT data at the beginning of the year. These benchmarks were systematically reviewed mid-year, with refined targets set for Semester 2, and revisited again at the end of the year to monitor progress and celebrate growth.

In response, staff made deliberate and targeted adjustments to their instructional practices. Percentile data were consistently used to analyse student achievement, with learners categorised into clearly defined bands: Needs Additional Support, Developing, Strong, and Exceeding. This approach supported more precise differentiation, strengthened instructional decision-making, and enabled ongoing monitoring of student growth.

Professional Learning: Numeracy

- To understand processes and protocols around assessment
- To reflect on pedagogical practices (the “how” of teaching Mathematics)
- To input and analyse data sets
- To understand and implement OCHRE Mathematics and English (led by Catholic Education Sandhurst Ltd)
- To collaboratively design the Intellectual Preparation Planning process for SME
- To accurately report in alignment with the Victorian Curriculum and reporting timelines
- To analyse data to support assessment and reporting (PAT Mathematics & Reading)

- To refine Magnify processes and procedures to better target learner needs in Numeracy
- To prepare for effective learning conversations with parents/carers
- To understand and interpret PAT Early Years Mathematics data (Foundation–Year 1)
- To use assessment and data to implement effective differentiation strategies
- To track and monitor student growth using PAT (Mathematics & Reading) data
- To strengthen assessment protocols and develop clear learner profiles

Inquiry

- Cognitive Load Theory at St Mary's Echuca
- Continued our learning with consultant Kate Korber from 'The Inquiry Project'
- Using staff and parent voice to revamp our Semester Reports.
- Data Champions – participating in professional development which resulted in a greater focus on data and using this to inform our teaching.
- Peer coaching and observations

Student Learning Outcomes

Literacy

St Mary's literacy teaching and learning lesson predictability and routines provided consistency across all year levels, engaging learners and encouraging full participation.

St Mary's staff used data analysis to implement targeted adjustments within literacy programs, ensuring all learners were supported at their point of need through explicit focus groups. This approach resulted in improved reading proficiency, more targeted support for learners, and strong alignment with best-practice literacy instruction.

InitialLit:

St Mary's Foundation–Year 2 learner data demonstrated significant growth in literacy skills and knowledge across English, building a strong foundation for reading and writing. Regular assessments showed steady progress, supporting a strong start to 2026.

Ochre:

St Mary's Year 3-6 data indicated excellent learner growth in reading fluency and comprehension.

MultiLit Tier 2: MiniLit Sage & MacqLit

Data collected at the beginning of 2026 indicated a significant drop in Tier 2 learner support.

Numeracy

Year 3 NAPLAN Numeracy (2025) – Progress Statement

The cohort demonstrated strong recovery in numeracy in 2025, increasing from 387.3 to 406.0. Achievement is now on par with Sandhurst, though it remains 12 points below the Victorian average. This reflects improved numeracy outcomes, with the capacity to return to above-state performance as seen in 2023.

Year 5 NAPLAN Numeracy (2025) – Progress Statement

The cohort showed sustained strong growth in numeracy, increasing from 467.2 in 2023 to 495.9 in 2025. Achievement is well above Sandhurst, though it remains 7 points below the Victorian average. Overall, there is a clear upward trajectory, with numeracy outcomes approaching state benchmarks.

PAT Mathematics Results

Year 6 – Mathematics (2025)

The cohort showed strong growth across 2025, with the median increasing from 124.1 to 128.8. Gains were evident across all percentiles, including the 95th (134.5 to 141.4) and 5th (110.7 to 116.0), indicating improvement for both high-performing students and those requiring support. Overall, there was a clear upward shift in achievement across the cohort.

Year 5 – Mathematics (2025)

The cohort showed strong growth across 2025, with the median increasing from 124.1 to 128.8. Gains were evident across all percentiles, including the 95th (134.5 to 141.4) and 5th (110.7 to 116.0), indicating improvement for both high-performing students and those requiring support. Overall, there was a clear upward shift in achievement across the cohort.

Year 4 – Mathematics (2025)

The cohort showed strong growth from the end of Year 3 to the end of Year 4, with the median increasing from 107.4 to 116.7. Gains were evident across all percentile bands, including the 25th percentile (103.4 to 112.0), indicating improved outcomes for learners requiring additional support. Overall, there was a clear upward shift in achievement across the cohort, reflecting the impact of consistent teaching practices, Ochre implementation, and targeted intervention.

Year 2 – Mathematics (2025)

The cohort showed positive growth across 2025, with the median increasing from 105.6 to 111.1. Gains were also evident across the upper percentiles, including the 75th and 95th, indicating improvement for higher-performing students. Overall, there was a clear upward

shift in achievement across the cohort, reflecting the impact of consistent teaching practices and targeted support.

Year 1 – Mathematics (2025)

End-of-year data indicates strong overall achievement, with 67% of learners achieving in the strong or exceeding bands. A further 25% were developing, while 9% required additional support. This reflects a positive overall achievement profile across the cohort, with targeted intervention required for a small group of learners.

Foundation – Mathematics (2025)

End-of-year data indicates strong overall achievement, with the majority of learners achieving at or above expected levels. 39% of students were in the strong band and 45% exceeding, while 14% were developing and 2% required additional support. Overall, this reflects a high level of early learning progress across the cohort.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	381	52%	367	43%
	Year 5	500	70%	485	64%
Numeracy	Year 3	406	74%	397	67%
	Year 5	496	72%	492	69%
Reading	Year 3	389	69%	380	64%
	Year 5	499	83%	494	76%
Spelling	Year 3	379	49%	374	47%
	Year 5	488	74%	482	66%
Writing	Year 3	413	82%	412	81%
	Year 5	484	75%	483	71%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Throughout 2025 St. Mary's continued to strengthen a whole school approach to wellbeing by depending on restorative practices. A key intention was to build a shared language, consistent expectations and high-quality teaching and behaviour practices that supported positive relationships, student regulation and strong learning environments in all school settings. This was supported by the introduction of Classroom Mastery and the whole school implementation of our Behaviour Curriculum.

Achievements

Across the year, staff engaged with regular professional learning focused on restorative approaches and positive behaviour support. This put an emphasis on practical classroom application, consistency across the school and strengthening teacher confidence.

Communication channels such as newsletters, our website and other school updates were used to reinforce this shared language around wellbeing and behaviour, supporting this shared language throughout our school community. Information regarding attendance was also prioritised, and saw our whole school attendance improve.

A major focus in 2025 was the intentional development of a whole school behaviour and routine approach with the intention of minimising disruption and maximising teaching and learning time in the classroom. This was accomplished through clarifying expectations, strengthening consistency and supporting high-quality classroom practices.

Staff participated in dedicated professional learning focused on behaviour curriculum design, classroom routines and practice behaviour strategies. These were supported by regular updates to staff, classroom drop-ins, and regular feedback through the StepLab platform. In addition to this, leadership classroom walk-throughs, observations, coaching conversations and feedback cycles (including from students) supported staff growth through reflective practices.

Value Added

Learners benefited from clearer expectations, consistent language and better classroom structures, which contributed to improving relationships, engagement and behaviour across the school. This more aligned approach supported student wellbeing, resilience and self-regulation while promoting calm, predictable learning spaces.

Behaviour and well-being data supported the identification of emerging trends, enabling early interventions and more targeted support for learners and cohorts. This data included behaviour, attendance, PAT social emotional responses, Pivot feedback and staff observations.

As a result of some of this data, programs were implemented and/ or improved. Examples of this include engagement with Boys to the Bush, Girls on the Rise, our Thrive team, Mental Health & Wellbeing in school, LifeChanger, to name a few. To connect with families, we also utilised Schooltv for easy-to-use and contemporary parenting advice through workshops, blogs, articles and videos.

Student Satisfaction

- Compass will continue to be used to track and monitor behaviour and attendance data to inform discussions and support responsive planning and early intervention.
- Communication with families will continue to be strengthened with shared language and understanding around wellbeing, central to this.
- Community engagement throughout this year remained positive with future opportunities identified to strengthen family involvement in learning and wellbeing initiatives.
- St Mary's 2025 Student ORIMA data highlighted;
 - Exceeding CESL Average - Rigorous Expectations
 - Exceeding CESL Average - Student Voice
 - Progression - Enabling Safety
 - Progression - School Teacher - Student Relationships
 - Progression - Student Safety

Student Attendance

Attendance is monitored by the following procedures;

- Twice daily, by 9am and 2pm
- Absences are completed on Compass by parents & carers
- Unexplained absences are followed up prior to 10:45am by the administration team
- 3 days of consecutive absenteeism is followed up by the classroom teacher
- Regular absenteeism is discussed, monitored and actioned by leadership

Average Student Attendance Rate by Year Level	
Y01	85.22
Y02	88
Y03	86.46
Y04	86.54
Y05	86.24
Y06	84.64
Overall average attendance	86.18

Leadership

Goals & Intended Outcomes

Create a culture that builds the capacity of contemporary educators to ensure learning and growth for all learners.

- St Mary's will use research that is aligned to the strategic direction of the school and diocese, to inform a professional learning plan that supports learning for all.
- Leaders: to lead with an explicit improvement agenda for all school and diocesan goals
- Leaders: to embed diocesan directives, plan and deliver evidence-based initiatives that are data-informed.
- Staff: to be knowledgeable of whole school data and understand growth, challenge and targets.
- Community: to be made aware of whole school data trends relevant to all SIP goals

Achievements

Leading Change:

All leaders to facilitate to a 'Change' team - ensuring progression and accountability throughout the school.

All leaders take part in instructional coaching

Whole school data sets and analysis are presented each term to key stakeholders.

NAPLAN 2024

PAT R

PAT M

PAT SEW

Pivot

Compass; Behaviour & Attendance

Whole school demographics

Data trends and analysis shared at SAC meetings, Staff PLC's, newsletter and assemblies. Targets and benchmarks are regularly set to ensure progression and improvement for all stakeholders.

Steplab: Coaching and mentoring is implemented for all staff to support the professional learning plan, aligned to the strategic direction of the school and diocese.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2025
Leadership • Advanced Diploma of the Neuroscience of Leadership - Principal • Deputy Principal Appraisal • Leading Change Workshops & Planning: Jose Blackley • Two staff completed Master's Degrees in Instructional Coaching & Specialised Education • Increased leadership team and capacity Learning & Teaching • Magnify - Catholic Education Sandhurst • Ochre - How to plan and differentiate for learner needs • Science of Learning - Jarred Conney Horvath • Classroom Mastery - Knowledge Society • The Inquiry Project - Kate Korber • Microsoft - Rollover & Training • Steplab - Professional Coaching; Feedback & Observations Inclusion & Diversity • Differentiated instruction and inclusive teaching strategies to support neurodivergent learners • Collaboration and peer observations to share strategies for scaffolding learning, managing classroom diversity, and utilising technology to meet individual learner needs • Leadership in Inclusive Education Community Wellbeing • Staff engaged in ongoing professional learning cycles that included whole staff sessions, collaborative reflection, classroom observations, and coaching. • Leaders supported staff with tailored sessions led by experts (e.g., Kirsty Lush), offering individual coaching and practical classroom support. • Year Level Leaders and our change teams continued to support the implementation of Classroom Mastery by modelling routines, encouraging shared practice and building collective responsibility around wellbeing and behaviour. • MARAM Training • Safeguarding

Expenditure And Teacher Participation in Professional Learning	
Number of teachers who participated in PL in 2025	84
Average expenditure per teacher for PL	\$792.00

Teacher Satisfaction

St Mary's ORIMA data displays a significant improvement in staff perception over the past year. St Mary's is above the CESL average in all areas.

The data shows significant progress and improvement in;

- Collaboration in Teams
- Support for Teams
- Collaboration around an improvement strategy
- Professional Learning
- Psychological Safety
- School Leadership
- Feedback
- Instructional Leadership
- Staff - Leadership Relationships
- Catholic Identity

Teacher Qualifications	
Doctorate	0
Masters	4
Graduate	1
Graduate Certificate	1
Bachelor Degree	18
Advanced Diploma	4
No Qualifications Listed	30

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	65
Teaching Staff (FTE)	52.4
Non-Teaching Staff (Headcount)	33
Non-Teaching Staff (FTE)	24.02
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

St Mary's will provide community opportunities to participate in

- Information sessions on social-emotional development and restorative practices
- Partner in their child(rens) education
- Collaborate with the school to market, celebrate and promote the school

Achievements

- Compass is used to track and monitor behaviour and attendance data to inform discussions and support responsive planning and early intervention with learners and families
- Communication with families will continue to be strengthened with shared language and understanding around wellbeing
- Shared academic, social and emotional data to be shared with key stakeholders to celebrate growth and monitor goals and improvement.
- Community engagement throughout this year remained positive, with future opportunities identified to strengthen family involvement in learning and wellbeing initiatives
- Community engagement focuses on increasing participation in learning events
- Engagement with School TV to support parenting
- Employment of an Educational Psychologist
- Successful parent partnership to plan and execute the bi-annual fete

Parent Satisfaction

St Mary's Parent Perception data increased in most areas according to our Orima survey. Our parents identified significant improvement in;

- Family Engagement
- School Climate
- Communication
- Catholic Identity
- Family Engagement
- Barriers to Engagement
- School Fit
- Student Safety

All areas displayed growth and improvement. Our ORIMA survey also stated that 99% of our parents would recommend St Mary's to others.

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.smechuca.catholic.edu.au