

# 2024

## Annual Report to the School Community



### Mary MacKillop School

2 Ernst Wanke Road, NARRE WARREN NORTH 3804

Principal: Gabrielle Verstraete

Web: [www.marymacnarre.catholic.edu.au](http://www.marymacnarre.catholic.edu.au)

Registration: 1944, E Number: E4038

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## Principal's Attestation

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I, Gabrielle Verstraete, attest that Mary MacKillop School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 16 Apr 2025

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## About this report

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Mary MacKillop 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](#).

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## Governing Authority Report

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During 2024, more than 18,200 students were educated in 43 Catholic schools, owned and operated by Diocese of Sale Catholic Education Limited (DOSCEL).

Across our Catholic schools 2,900 staff were employed nurturing students in their academic, spiritual, physical, and emotional development.

Working with the Bishop of Sale, the DOSCEL Board, DOSCEL Secretariat, schools and parishes, the mission to offer every student the opportunity to grow in the knowledge and love of God while achieving their personal best, remained at the forefront of our work.

Investing in school staff and leadership teams to promote expert learning and teaching practices continued to be a priority. Efforts to develop new recruitment strategies against a national teacher shortage were also fruitful.

In 2024, we partnered with Swinburne University of Technology to launch the first Accelerated Bachelor of Education (Primary) degree. The program is tailored for staff working as Education Support Officers (ESOs) in our Catholic schools, providing a structured pathway for them to become qualified teachers. In November 2024, we welcomed 29 ESOs who will commence the program in 2025.

Reflecting on 2024, we have much to be proud of.

Ongoing significant investment in new learning facilities and refurbishments through the Capital Grants Program and school community funding continued across our schools.

In December 2024, we were thrilled to complete construction of the new St Josephine Bakhita Catholic Primary School at Clyde North in preparation for its opening in 2025. This is the 39th primary school within the network of primary and secondary schools owned and operated by DOSCEL. The project was supported by the Victorian Government Capital Funding Program (VGCFP) and a loan from the Capital Development Fund (CDF).

We also welcomed capital funding announcements from the Victorian and Australian governments to support continued school infrastructure development.

Most notably we welcomed Victorian Government funding announcements to support the building of two new primary schools in growth areas - St Oscar Romero Catholic Primary School Stage 1 at Drouin and Blessed Carlo Acutis Catholic Primary School Stage 1 at Clyde planned to open in 2027. The funding support recognises the demand for Catholic education in these growth communities.

The care, safety, and wellbeing of children and young people remain a central focus and fundamental responsibility of everything we do. Child Safety Week 2024 was an opportunity for schools to share with their communities their activities and programs to keep young people safe every day.

I extend my deep appreciation to everyone involved in Catholic education within the Diocese of Sale for their commitment to our vocation of Inspiring Faith, Inspiring Learning.

Paul Velten

Director of Catholic Education - Diocese of Sale

Chief Executive Officer - Diocese of Sale Catholic Education Limited

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## Vision and Mission

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### Our Vision

*In the spirit of St. Mary of the Cross MacKillop - we are  
a Catholic community Inspiring Hearts and Minds.*

### Our Mission

*Our school gives witness to our Christian story by living and  
celebrating our Catholic faith and through  
the animation of the Principles of Catholic Social Teaching.*

### Our Values

*At Mary MacKillop Primary School we value - respect,  
responsibility, courage, compassion and problem solving.*

### Our Strategic Intent

*Within the next four years, our students will be confident and resilient  
learners supported by a community of caring and adaptive experts.  
Our school is safe, student centred and animated by our school values,  
our Christian story and the Principles of Catholic Social Teaching.*

### Our Explicit Improvement Agenda

*Student voice and agency.  
Planning for improved student learning – key focus in Mathematics.*

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## School Overview

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Our 2024 school year began with 293 students and 210 families. Our school community is representative of 47 nationalities. We rejoice and celebrate our rich diversity and are committed to being a welcoming Catholic school to all in our school community, Our Lady Help of Christians Parish and the wider Narre Warren North community.

In 2024 we continued to offer students a comprehensive F-6 Curriculum, flexible learning spaces, 1-1 Chromebooks and digital technologies to facilitate and encourage a love of learning, problem-solving and digital literacy skills. Specialist learning areas included The Arts - Visual Arts, Health and Physical Education, Digital Technologies / STEM and Music.

Students were organised into 14 class groupings in the following levels:

- Foundation Level - 2 x Foundation Classes
- Junior Level - 2 x Year 1 Classes and 2 x Year 2 Classes
- Middle Level - 2 x Year 3 Classes and 2 x Year 4 Classes
- Senior Level - 2 x Year 5 Classes and 2 x Year 6 Classes

Our 2024 Annual Improvement Plan goals were to:

- Develop the preferred stance of post-critical belief and our collective understanding of recontextualised and dialogical approaches.
- Build a school-wide expert teaching team to improve student learning outcomes.
- Create the conditions in which expert teacher practice is developed and sustained.
- Embed a culture of Child Safety.
- Be student centred in all our decision making and maintain VRQA compliance.

Our Professional Learning Implementation Plan was aligned with the Australian Institute for Teaching and School Leadership (AITSL) Professional Teaching Standards, School Improvement Plan and Annual Implementation Plan. 2024 actions included the following:

- Embed an approach for the development of consistent expert teacher practice in Religious Education, including progression of learning, effective assessment and appropriate pedagogies (Inquiry approach, AWES approach)
- Deepen leader and staff understanding and practice of recontextualisation through the teaching of Religious Education, and through all experiences of prayer, ritual and liturgy.
- Continue to embed a whole school approach to effective teaching practice, student agency and collaborative planning.
- Continue to build teacher capacity to collect, analyse and discuss data to inform and reflect on their teaching practice.
- Develop a consistent approach to explicit teaching in the school.

- Develop a school-wide approach to collegial practice underpinned by feedback.
- Continue to work in partnership with DOSCEL Collectives personnel to develop teacher capacity.
- Leaders develop a staff professional learning plan that supports teachers and leaders to accelerate growth in student learning.
- Build the capacity of the leadership team to provide clarity and consistency in expectations of professional practice.
- Develop middle leadership team to drive the school improvement agenda from Foundation to Year 6.
- Leaders ensure that their behaviours reflect the cultural pillars and promote the teaching climate.
- Develop leader and staff knowledge and practice to ensure obligations to children in relation to all aspects of Child Safety.
- Work in partnership with School Leadership Consultants, School Finance, Building and Facilities and Industrial Relations / Human Resources to ensure all compliance benchmarks and legislative requirements are met.

Our 2024 annual goals were reviewed, measured and celebrated periodically throughout the 2024 school year.



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## Principal's Report

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We warmly welcome you to our Annual Report to the School Community for the 2024 school year.

Throughout 2024, we continued to remain steadfast to our student-centred focus and to adapting our practice to ensure improved learning outcomes for all students. Central to our success was our teamwork, support of each other and determined commitment of our students at the centre of all decision making as they continued to receive quality teaching and learning experiences.

Our explicit improvement agenda - Student Voice and Agency & Planning for Improved Student Learning – key focus in Mathematics, permeated throughout all aspects of school life and learning. This Annual Report to the School Community, reflects the many and varied ways our school worked together on the journey of school improvement, to enact opportunities for growth, collaboration and building a team based, student centred culture and to ensure our explicit improvement agenda was alive, visible, dynamic and embedded within our school and owned by all members of our school community - students, staff, parents and parish.

It is with great pride that we present the 2024 Annual Report to the School Community to you.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

#### Goal

To develop the preferred stance of post-critical belief and our collective understanding of recontextualised and dialogical approaches.

#### Intended Outcomes

- Embed an approach for the development of consistent expert teacher practice in Religious Education, including: progression of learning, effective assessment and appropriate pedagogies (Inquiry approach, AWES approach).
- Deepen leader and staff understanding and practice of recontextualisation through the teaching of Religious Education, and through all experiences of prayer, ritual and liturgy.
- Strengthen parish/school partnerships.

### Achievements

The 2024 school year commenced with a shared celebration of prayer with Mary MacKillop School, Narre Warren North, and the other two Parish schools. At Mary MacKillop School, prayer is a cornerstone of our Catholic Identity, providing a vital way for us to connect with God and strengthen our sense of community.

This year's Catholic Education Week's theme, 'Behold! I make all things new.' Revelation 21:5 reminds us of all of God's promise of renewal. Throughout the past year, in our classrooms at Mary MacKillop School, we encouraged our students to embrace fresh attitudes, explore new ideas, and develop meaningful skills. In doing so, we supported each child in becoming the best version of themselves and in living life to the fullest, grounded in the love of God and His Son, Jesus Christ.

A special highlight at the start of the year was welcoming our new Parish Priest, Father Michael Willemsen. Fr Michael shared a letter with the school community, expressing his joy at returning to the parish where he once lived as a local parishioner, having grown up in Narre Warren North. He expressed gratitude for the warm welcome and thanked Fr Ajin for his generous support. Fr Michael shared his enthusiasm for becoming more involved with the school community and affirmed his commitment to honouring Fr Brendan's legacy while continuing to serve with dedication. We are deeply grateful for the presence of our priests, Father Michael and Father Ajin, whose guidance and support continue to be a source of comfort and inspiration for both staff and students.

In 2024, our school continued to foster a rich and inclusive faith life across all year levels. Each class created unique prayer cloths, featuring Indigenous designs co-created with students, to enhance their classroom prayer culture. Staff were well supported in maintaining their Religious Education accreditation through the DOSCEL R.E. Certificate Program, Catholic Theological College Engaging Your Faith online seminar series, while also collaborating across Foundation to Year 6 developing our Religious Education program using an inquiry-based approach. The school remained actively involved in the Parish Sacramental Program and celebrated major Church seasons and feast days with reverence and enthusiasm.

A number of Year 5 and 6 students volunteered to serve as altar servers during school Masses, reflecting their leadership and commitment to faith. A standout moment of the year was the student-led fundraising initiative by Years 4 to 6, culminating in a wonderful afternoon during Catholic Education Week where students organised charity stalls and the entire school community joined in—a joyful celebration of generosity, initiative, and community spirit. As part of our Feast Day celebrations, the school had the pleasure of welcoming Andrew Chinn to facilitate a joyful and faith-filled concert for students and staff.

Another significant moment in our faith journey this year was the launch of the revised Diocese of Sale Religious Education Curriculum, To Live In Christ Jesus, during the Mass held at the Religious Education Leaders' Conference. The updated curriculum incorporates an Aboriginal and Torres Strait Islander perspective, as recommended by the Fifth Plenary Council, and features updated level descriptions and achievement standards. The revised curriculum has now been implemented across all DOSCEL schools, in accordance with the mandate of Bishop Greg Bennet, Bishop of Sale.

In alignment with Pope Francis' dedication of 2024 as the Year of Prayer, our Parish Priest, Fr Michael, extended a warm invitation to all Mary MacKillop families to join in praying the Rosary together during the month of October via Zoom. As part of the Parish's ongoing online Rosary tradition held each Wednesday evening, school families were invited to participate in a special Rosary gathering during October. This event provided a meaningful opportunity for families to come together in prayer from the comfort of their homes, fostering both spiritual connection and family unity. The initiative was well received and supported Pope Francis' call to mark 2024 as the Year of Prayer, encouraging a renewed focus on prayer within the life of the Church and our school community.

As we reflect on 2024, we celebrate a year filled with faith, growth, and connection across our school and parish community. Through prayer, liturgy, learning, and shared experiences, our students and staff have deepened their understanding of our Catholic identity and strengthened their sense of belonging. We look forward to building on this strong foundation in the year ahead.

## Value Added

- Through prayer, fasting and almsgiving, supporting Caritas Project Compassion. Each classroom engaged in the Annual Lenten Project Compassion journey.
- Celebrating Harmony & Diversity with liturgy and a whole school performance of a FOOTSTEPS Dance program of movement and a taste of different cultural dances.
- ANZAC and Remembrance Day Services.
- Mother's & Father's Day celebrations.
- MacKillop Kids Groups facilitated raising much needed donations for Caritas, St Vincent de Paul Winter and Christmas Appeals, also whole school fundraisers were organised for CatholicCare Victoria, the Bishop's Family Foundation Fund Appeal -Trinity Families, Mary MacKillop Today Foundation, Catholic Missions and other charitable organizations.
- Catholic Education Week opportunities to celebrate the wonderful achievements of Mary MacKillop School. A group of student leaders confidently addressed parishioners during weekend parish masses on their educational experiences and their knowledge of Catholic Education Week.
- Annual Whole School Mass celebration and giving thanks for Grandparents and elderly friends.
- Whole School celebrations begin one week prior to the commencement of the Advent Season to allow for 4 weeks of Advent celebrated during School Assemblies.
- Each grade visited the Sacred Space to journey through the Stations of the Cross. The space features pillars depicting each station, providing students with a meaningful and practical way to engage in this traditional prayer.
- Year 6 students reverently enacted the Last Supper, reflecting on John's Gospel account of Jesus washing His disciples' feet. This powerful liturgy reminded students of the call to live out the Eucharist through acts of self-giving love.

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## Learning and Teaching

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### Goals & Intended Outcomes

#### Goals

- Continue to embed a whole school approach to effective teaching practice, student agency and collaborative planning.
- Continue to build teacher capacity to collect, analyse and discuss data to inform and reflect on their teaching practice.
- Develop a consistent approach to explicit teaching in the school.
- Develop a school-wide approach to collegial practice underpinned by feedback.
- Continue to work in partnership with DOSCEL Collectives personnel to develop teacher capacity.

#### Intended Outcomes

- A consistent approach to explicit teaching is developed in the school.
- A school-wide approach to collegial reflective practice underpinned by feedback is developed.

### Achievements

The 2024 school year began with our Inquiry focus of Learning to Learn. The aim of this inquiry is to foster student voice and agency through developing and consolidating essential skills and capabilities of being an effective learner and collaborator.

The knowledge and skills developed in the Victorian Curriculum capabilities form a solid base for student learning throughout all curriculum learning areas. The capabilities were explicitly taught in conjunction with our Mary MacKillop school values of respect, responsibility, courage, compassion and problem solving.

Learning to Learn ensured our students were able to practice and consolidate the skills to:

- select strategies and thinking tools that will assist their learning.
- develop persistence, rigour and the ability to be challenged when learning and problem-solving.
- identify ways of working collaboratively and respectfully with others.
- set, monitor and evaluate their learning goals.
- establish inclusive learning communities and classrooms that encourage and celebrate creative thinking, learning from mistakes and promote student voice and agency.
- be confident and courageous in their learning.

Our Layer 1 - BY SCHOOL whole school plan for student learning entitlement is aligned with the Victorian Curriculum. Each term our Inquiry focus is built upon students' existing knowledge, understandings, concepts and skills to ensure comprehensive Foundation to Level 6 progression of learning as outlined in the Victorian Curriculum learning areas and achievement standards.

Throughout the 2024 school year, school staff were continually adapting, reflecting and revising their delivery to ensure all students had access to quality learning and opportunities to apply and embed the capabilities in all learning areas. Curriculum learning areas of Religious Education, English, Mathematics, Inquiry and Specialist Learning areas – Music, Physical Education, Visual Arts and Discovery - Digital Technologies were offered to students reflecting a progression of learning and student learning entitlement of all curriculum learning areas and capabilities.

To ensure positive improvements in student performance at every percentile, student data -NAPLAN, PAT, BAS, MAI were analysed both as whole staff, in levels, at the teacher planning table and in the Leadership Team. An assessment plan, incorporating universal, targeted and intensive measures supported teachers to target their teaching, ascertain their impact and continue to plan for improved student learning outcomes.

The Leadership Role of Curriculum & Data Learning Leader continued to support teachers to build their knowledge and capabilities to analyse and interpret student data and to utilise student data at the planning table.

## Student Learning Outcomes

### NAPLAN 2023-2024 Trend Data

2023-2024 NAPLAN Data in **Reading** for Year 3 students were placed at the same mean score as the state. In 2024, there was a slight variation of this, with students sitting just below the mean. An upwards trend was recorded for our Year 5 students in Reading with scores above State Levels at the 10th, 25th and 50th and 75th percentiles.

2023-2024 NAPLAN Data in **Writing** for Year 3 students showed growth at the 10th, 25th and 50th and 90th percentiles and for Year 5 students' significant growth at all percentiles. Student scores in Writing were consistently above State Levels from previous years.

2023-2024 NAPLAN Data in **Numeracy** for Year 3 students reflected significant growth in trends in comparison to earlier data. Year 5 students also showed significant growth performing well above the mean.

2023-2024 NAPLAN Data in **Grammar and Punctuation** for Year 3 students showed a slight variation from the school mean and the state mean. Growth was achieved at the 25th

percentile. Year 5 students achieved significant growth in all percentiles performing well above the mean.

2023-2024 NAPLAN Data in **Spelling** for students in Year 3 and Year 5 showed growth in all percentiles except the 90th percentile for both year levels. However, both year levels are sitting well above the state mean.

## **Programs and strategies to improve student learning outcomes**

### **DOSCEL Collective**

Our DOSCEL Collective Learning Leaders in the Junior, Middle and Senior Levels of the school met with the DOSCEL Collective to focus on developing and consolidating teacher knowledge of common misconceptions in student learning in Mathematics, deepening teacher knowledge of the progression of learning as well as a whole school approach to evidence based, consistent teaching practices within our school to support Teacher planning for improved student learning outcomes.

**DOSCEL School Advisors** - Learning and Teaching, attended level planning sessions and whole staff meetings to support teachers to analyse student data, identify student misconceptions in their learning, target their teaching, utilise evidence based practices and plan for improved student learning.

### **Literacy Resources - Evidence Based Practices**

Little Learners Love Literacy (LLLL) - Synthetic Phonics Program continued to be embedded in the Junior Level. All Junior teachers from Foundation Level to Year 2 Level were trained in the LLLL program. Further resources were purchased to support targeted student learning in the classroom and ongoing student assessment. Student assessments were monitored to ensure student learning progression, identify targeted teaching groups, student growth and teacher impact.

### **Professional Learning Plan**

Our Staff Professional Learning Plan ensured teacher meetings and planning sessions were purposeful and targeted to address teacher planning and improved student learning outcomes. Level inquiries were established and aligned with the DOSCEL Collective focus to guide the process of staff growth, learning, collaboration and building a team based culture. During 2024, the F-6 teacher professional learning and planning model for teaching Religious Education continued to consolidate the work completed with Staff in 2023.

### **Curriculum and Assessment Plan**

Our whole school curriculum and assessment plan continued to be embedded as part of our approach to target student learning needs and to use student data information at the planning table. Our whole school plan for learning entitlement was shared in visual form with

parents and students and displayed in learning areas to support students having voice and agency in their learning. The school based Assessment Folders continued to ensure consistency in assessment practices in, and across, all year levels. Assessment tables were also included in student Personalised Learning Plans (PLPs) and Student Adjustment and Evaluation Plans (SAEPs). Our school Assessment Folders included expected assessment expectations along with Response to Intervention DOSCEL Flowcharts ensuring learning adjustments, intervention schedules, resources and data to support teachers when planning and teaching. All student and school data was used in our whole school planning for the 2025 school year.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	414	69%
	Year 5	541	84%
Numeracy	Year 3	424	74%
	Year 5	519	95%
Reading	Year 3	410	72%
	Year 5	519	84%
Spelling	Year 3	415	69%
	Year 5	512	84%
Writing	Year 3	437	87%
	Year 5	528	92%

\*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.



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## Student Wellbeing

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### Goals & Intended Outcomes

#### Goals

- To embed a culture of Child Safety.
- To enhance student wellbeing.

#### Intended Outcomes

- Improve and sustain an inclusive child safety culture in the school.
- Promote and model respect, positive attitudes, and behaviours.
- Build healthy relationships, resilience, and confidence.

### Achievements

In 2024, Mary MacKillop School continued to prioritise student wellbeing through the implementation of The Resilience Project. This evidence-based program, delivered by classroom teachers using comprehensive lesson plans and resources, supports students' mental health and emotional development. It aligns seamlessly with initiatives already embedded in our school, such as Three Good Things and the PAC (Positive Affirmation Conversation) strategies.

Earlier in the year, we joined the global effort by participating in Safer Internet Day in February 2024. Using eSafety resources, our school promoted safe, respectful, and responsible online behaviour under the theme #ConnectReflectProtect, reinforcing our commitment to supporting positive digital experiences for all students. Teachers also introduced Brain Break activities, which focused on interoception and self-regulation. These short, fun activities help students become more aware of their bodies and emotions and build essential self-regulation skills in a calm and supportive way.

In 2024, we continued to support our parent community by regularly sharing a range of resources through our membership with Happy Families, founded by parenting expert Dr Justin Coulson. This included access to Insight Articles, expert advice, and webinars designed to assist families in navigating the challenges of parenting and supporting children's wellbeing.

Our school remained committed to embedding the Whole School Approach to Positive Behaviour Support (WSAPBS). This framework continues to guide consistent, proactive strategies across all year levels to support positive student behaviour, emotional growth, and respectful relationships.

This year also saw the implementation of the Seasons for Growth program, an evidence-based initiative that supports children experiencing grief and loss. The program helps students understand and express their feelings in a safe, structured environment, fostering resilience and emotional wellbeing.

As part of Catholic Education Week, students contributed to the broader Diocesan celebration by sharing short video snippets. These videos highlighted student voices and experiences, showcasing the unique spirit and learning culture at Mary MacKillop School.

In September, we were privileged to welcome Australian Olympian race walker Rhydian Cowley to Mary MacKillop Primary School through The Good Village AIS Problem Solvers Program. As part of our partnership with this initiative, students had the opportunity to work with an AIS Ambassador. Rhydian inspired students by sharing his personal journey, the challenges he overcame, and the goals he achieved as an elite athlete. He spoke about the importance of community, the role of technology in high-performance sport, and surrounding oneself with positive influences. Students were especially captivated by the chance to see his bronze medal up close and enthusiastically engaged with his presentation.

In August, students across Foundation to Year 6 participated in a variety of Health, Safety and Wellbeing programs, including Life Education (F–2), Kids ROAR (Years 3 & 4), and sessions from the Victoria Police Protection Unit (Years 5 & 6). These programs aim to equip students with age-appropriate knowledge and strategies to help keep themselves safe and make informed choices in challenging situations. The school proudly marked R U OK? Day in September 2024. As a National Day of Action, it provided a meaningful opportunity for students to learn how to support one another and foster genuine friendships built on care and empathy. This year, our students also took part in Australia's Biggest Child Safety Lesson, an initiative by the Daniel Morcombe Foundation. This important program reinforces key personal safety messages and empowers children with knowledge and confidence to speak up and seek help when needed.

To further support our commitment to student wellbeing and safety, new mobile display pin boards were purchased for each learning building and Allen Hall. These lightweight, double-sided screens are designed to display learning, promote campaigns, and encourage communication related to Health, Wellbeing, and Personal Safety. During National Child Safety Week and beyond, these boards have provided an excellent platform to showcase student voice, agency, and learning through visual displays and campaign messaging.

### Value Added

- Agendas for staff meetings, School Advisory Committee meetings, leadership meetings, staff weekly bulletins, and staff meetings which include WSAPBS & SIMON Social Behaviour data analysis continue to prioritize child safety.
- PROTECT Child Safe Standards Staff Training (new 2022 Standards). Mandatory Reporting and Other Obligations eLearning Module.

- Events such as NAPCAN, ABCSL, Harmony Day and National Day of Action against Bullying and Violence (NDA), MMPS Child Safety Bookmark Competition, e-Safety Commissioner Website resources and webinar access, RUOK Day whole school participation and Day for Daniel are examples of national and local initiatives to support and embed the Child Safe Standards and requirements of Ministerial Order No. 1359.
- In conjunction with the Diocese of Sale Bishop's Office, the DOSCEL Secretariat promoted child safety in our schools and parishes by providing resources which were utilised to promote Child Safety Week.
- Many resources are made available to parents through the School's Parenting Ideas membership and School TV. Articles for parental use are linked to the school newsletter.
- Student Friendly Version of the 2024 MMPS Child Safety Policy reviewed and updated by our 2024 Student Leadership Group with an accompanying video.
- A program of Our Lady Help of Christians Parish called Shepherd's Table helps a number of our school families to meet their basic requirements on a daily and financial basis so they may manage the year-round challenges posed by rising living expenses and dealing with family health concerns.
- In 2024, Mary MacKillop School Camps for Years 4-6 take into consideration the proximity to school and access to emergency services if required. The Years 4-6 camp structure aligns with the Victorian Curriculum learning outcomes, Child Safe Standards, DOSCEL Policies, Enterprise Bargaining Agreement 2022, and is informed by parent and staff feedback.
- Foundation to Year 2 MMPS ICT User Agreement.
- Year 3 to Year 6 MMPS ICT User Agreement.
- As part of our Feast Day celebrations, KABOOM Sports, a unique tabloid sports experience hosted a highly structured program that emphasised leadership development for our senior students and an opportunity for all students to engage in a multi-age teamwork event.
- The Resilience Project provides practical, evidence-based mental health strategies to build resilience and happiness.
- Participation in The Good Village Australian Institute of Sport Program.

## Student Satisfaction

Student satisfaction with the school is identified from the Insight SRC Survey 2024. The quality of the connections between teachers and students, as well as the level of student engagement in the learning process, are evaluated by the Student Wellbeing aggregate indicator. The Student Wellbeing aggregate indicator (actual score 71.3) indicates a slight decline from the prior year. The steps that will be taken to increase student wellbeing will be strategies undertaken through the Mental Health and Wellbeing initiative as well as our Whole School Approach to Behaviour Support strategies and our work around student voice and agency.

## Student Attendance

The Student Attendance Roll is released each day for which attendance is to be taken (on student free days – the Roll is not released for marking). The classroom teachers takes the attendance roll each morning at 8:45am and note absences. The attendance roll is taken again at 1.40 pm (after lunch play) and absences noted.

Attendance and absences are entered via the SIMON platform and coded using the codes in SIMON. Laminated attendance rolls are kept in the MMPS roll bag and travel with the class when away from the classroom.

If a leave of absence without reason has not been completed, by parents/carers, a notification via the PAM module is issued. Administration passes are issued for arriving late to school, early leaving and sick class pass.

The attendance roll is a legal document and is maintained to the highest standard. Laminated attendance rolls are kept in the MMPS roll bag and travel with the class when away from the classroom.

Average Student Attendance Rate by Year Level	
Y01	90.0
Y02	91.4
Y03	90.3
Y04	89.9
Y05	89.4
Y06	88.5
Overall average attendance	89.9

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## Leadership

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### Goals & Intended Outcomes

#### Goal

- To create the conditions in which expert teacher practice is developed and sustained.
- To be student centred in all our decision making and maintain VRQA compliance.

#### Intended Outcome

- Effective leadership structures support the development of expert teacher practice.
- Leadership capacity is developed across all levels of leadership in the school.
- Student outcomes drive the allocation of school resources.

### Achievements

The Leadership Team structure throughout the 2024 school year was formed to have a direct line to learning, teaching and classroom practices with the following positions in place:

- Principal and Deputy Principal
- One Team Based Culture Leader (0.6 Classroom and 0.4 Leader)
- One Curriculum and Data Learning Leader (0.6 Classroom and 0.4 Leader)
- Four Collective Learning Leaders (Senior Level, Middle Level, Junior Level – released for PL and for planning PLTs for Staff).

The Leadership Team was committed to providing support to teachers to ensure improved teacher learning through Professional Learning opportunities outlined in the 2024 Professional Learning Implementation Plan (PLIP), Professional Learning Team Meetings and Staff Meetings.

Underpinning the work of the Leadership Team was a deep commitment to continuing to embed a culture of Child Safety and high expectations for all students.

As part of their leadership journey, the Collective Learning Leaders attended DOSCEL Collective Meetings and worked with DOSCEL SMEs and School Advisers. Our DOSCEL School Adviser attended scheduled teacher planning meetings and worked closely with all levels through the Learning and Teaching Cycle to ensure data informed, evidence based targeted teaching and improved student learning outcomes.

Our DOSCEL School Leadership Consultant met regularly throughout the 2024 school year with the Principal and Leadership Team.



<b>Expenditure And Teacher Participation in Professional Learning</b>
List Professional Learning undertaken in 2024
<p><b>Expenditure And Teacher Participation in Professional Learning</b></p> <p><b>Professional Learning List undertaken in 2024</b></p> <p><b>Religious Education</b></p> <ul style="list-style-type: none"> <li>• Gaining and maintaining Religious Education Accreditation to Teach in a Catholic School</li> <li>• Catholic Education Week - Parish and Staff formation</li> <li>• Engaging Your Faith Series</li> <li>• Religious Education Inquiry Planning with DOSCEL CIRE Team - Closure Day Monday 15 July 2024</li> <li>• CTC Engaging Your Faith Series</li> </ul> <p><b>Student Wellbeing and Learning Adjustment</b></p> <ul style="list-style-type: none"> <li>• NCCD Learning Adjustments Monday 15 April 2024</li> <li>• WSAPBS Staff PLTs with DOSCEL</li> <li>• MHIPS Staff PLTs</li> </ul> <p><b>Child Safety and OHS</b></p> <ul style="list-style-type: none"> <li>• Bravehearts - Child Safety Webinar</li> <li>• Mandatory Reporting and other Obligations eLearning Module via MARAM Portal</li> <li>• PROTECT Child Safe Standards Staff Training</li> <li>• First Aid - Anaphylaxis, Asthma, Diabetes, CPR, Infection Prevention and Control</li> <li>• De-Escalation Training with DOSCEL Friday 8 March 2024</li> <li>• The Resilience Project Online Learning</li> </ul> <p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Religious Education Inquiry Planning</li> <li>• DOSCEL Collective Staff Professional Learning (including PLT meetings and Staff meetings and DOSCEL Education Advisor collaborating with teachers at the planning table)</li> <li>• DOSCEL Expert Teacher Practice Professional Learning - Phase 2 Implementation with Staff</li> <li>• Planning Feedback &amp; Framework to support conversations x 1 day for two leaders</li> </ul> <p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• DOSCEL Learning and Teaching Network days each term</li> </ul>

Expenditure And Teacher Participation in Professional Learning	
• Growth Coaching	
Number of teachers who participated in PL in 2024	30
Average expenditure per teacher for PL	\$977.00

## Teacher Satisfaction

2024 Insight SRC Data showed positive growth and impact in the following areas:

Organisational Climate - Staff Wellbeing, Empathy, Clarity and Engagement (our school is placed at the top range of the mean in comparison to all Australian schools).

- Individual Morale
- School Morale
- Individual Distress
- School Distress
- Supportive Leadership
- Role Clarity
- Teamwork
- Empowerment
- Ownership
- Appraisal and Recognition
- Professional Growth
- Work Demands

Teaching Climate - Teaching and Learning, school improvement (our school is placed within the mean in comparison to all Australian schools)

- Student Management
- Pastoral Care
- Teacher confidence
- Engaging Practice



Teacher Qualifications	
Doctorate	0
Masters	6
Graduate	4
Graduate Certificate	1
Bachelor Degree	24
Advanced Diploma	2
No Qualifications Listed	1

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	29
Teaching Staff (FTE)	22.3
Non-Teaching Staff (Headcount)	10
Non-Teaching Staff (FTE)	5.43
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

#### Goal

- Engage Professionally with colleagues, parents/carers and the community

#### Intended Outcomes

- To build and work in partnership with parents/carers.
- To strengthen school and community partnerships to enhance teacher and student experiences.

### Achievements

Supporting our students' learning requires effective communication between the family and the school. Face-to-face and/or phone conversations are highly valued by our staff as an effective means of connecting with parents/caregivers. Reaching out to parents and caregivers via email has shown to be a useful and practical approach. Email is a welcome communication tool between parents and their child's teacher.

The following are a few examples of content that has been released or family-friendly opportunities that are offered throughout the academic year:

- Welcome to the School Year
- Welcome to the School Term
- 2024 Parent Handbook
- Enrolment Brochure Information
- Open Day PowerPoint presentation
- Welcome Interviews

The class teacher is available for appointments before or after school for parents and caregivers. The Administration Office can be contacted to schedule appointments with the Principal or the Leadership team.

Twice a year, in Term One and midyear, Parent Teacher Interviews—also called Student Learning Conversations—take place. Teachers organise excursions, incursions, and extracurricular events all year long to supplement and enhance the education provided in the classroom. Every permission form is sent electronically using PAM.

Mary MacKillop School uses the Learning Management System known as SIMON. Within this system we have a Parent Access Module known as PAM which provides families with access to view their child's:

- Assessment Reports, including NAPLAN
- Attendance Records
- Class Timetable
- Sick Bay Passes

Parents can:

- Maintain & update your child's medical profile
- Complete absentee forms (Parent Notified Absence) for your child/ren
- Complete permission forms for all school activities
- Access our Knowledge Bank & School Links.

Every week, the school newsletter is posted to our SZapp. Families are kept up to date on all school-related information, events, and dates through this important channel of communication between the home and the school.

Parents and carers are encouraged to download the Schoolzine App (SZapp) to receive notifications for upcoming weekly newsletters, significant announcements, and reminders. This app is used for many purposes including sending out reminders and notifications in an emergency.

Some examples of ways parents can be involved in school life include:

- Helping in the classroom
- Attending Whole School Assemblies
- Being a member of the School Advisory Committee
- Excursions
- Athletics days
- Sporting Events
- Shrove Tuesday, Ash Wednesday, Lent and Easter Celebrations
- Advent and Christmas Celebrations
- Level & Buddy Masses held at School
- Morning class Prayer & Family Prayer times
- Feast Day Celebrations
- Activity days
- Canteen duty
- Mother's Day/Father's Day Breakfasts
- Easter Raffle.

Throughout the school year, the following are a few examples of school-community partnerships:

- Parish outreach ministries-Shepherd's Table & St Vincent De Paul school community
- Student led fundraisers supporting a variety of charities
- Speech Pathology services
- Psychologist services
- NDIS External Providers
- Bravehearts Child Protection organisation
- Daniel Morcombe Foundation
- Mary MacKillop Today Foundation
- Life Saving Victoria
- Victoria Police Narre Warren
- Transitions - partnerships with Expeditions Kindergarten who visited our school with preschool students who participated in activities throughout the year.

### **Parent Satisfaction**

Parental involvement, through participation in parent-teacher interviews, information nights, and school community events, has continued to strengthen our partnership with families and has had a positive impact on student outcomes.

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## Financial Performance

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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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.marymacnarre.catholic.edu.au](http://www.marymacnarre.catholic.edu.au)