



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



St Mary MacKillop Catholic Primary School

15 Milton St, BANNOCKBURN 3331

Principal: Anthony Drill

Web: www.stmmb.catholic.edu.au

Registration: 2219, E Number: E1407

Principal's Attestation

I, Anthony Drill, attest that St Mary MacKillop Catholic Primary 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 18 May 2025

About this report

St Mary MacKillop Catholic Primary 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 Mary MacKillop Vision Statement

In the spirit of St Mary MacKillop, we aspire to live the Gospel, creating a sense of belonging, respect, compassion and hope. Our community is inclusive and empowers all to learn and flourish in an ever-changing world.

School Overview

Overview

St Mary MacKillop Catholic Primary School has been a proud part of the Bannockburn community since it opened its doors in 2018, located on the former site of Bannockburn Primary School. Now entering its seventh year of operation in 2024, the school has grown significantly, increasing its enrolment from 65 students to 375. This growth is expected to continue, with plans to expand to 21 learning spaces. The school's staffing has also expanded, with new teachers and Learning Support Officers joining the team.

Set on a spacious site bordered by High Street, Milton Street, and Burns Street, the school currently features four main buildings. The North and South Wings, originally part of the Bannockburn Primary School, remain in use today. In 2021, a new Administration and Staff Facilities building was completed, incorporating the heritage-listed schoolhouse from the late 1800s, preserving the historical significance of the site. A new double-storey learning centre, completed in 2024, houses Years 4–6, and there are plans to add four more classrooms to accommodate all Year 3–6 students.

Following renovations in 2022, the North Wing, previously used for administration and staff purposes, now contains nine learning spaces. The South Wing includes three learning spaces, an art room, a multipurpose room, and a basketball stadium, which was originally built for the Bannockburn community by the Golden Plains Shire and continues to host community events.

The school's expansion and improvements have been made possible through both State and Federal Government grants, along with loans secured by the school.

The school's outdoor areas are divided into five main zones: a quiet landscaped play space with sandpits, two plexipaved areas with basketball courts and other marked games, a large oval for ball sports, and an adventure playground complete with cubby houses and additional sandpits. These areas are designed to provide students with diverse, engaging play opportunities during recess.

Initially organised into composite classes, St Mary MacKillop CPS has gradually moved toward single-year-level classes as enrolment numbers have increased. By 2024, the school has transitioned to single-stream classes for Prep to Year 3, while the rest of the school continues to operate in composite classes. Over the next few years, the school plans to expand to three classes per year level, ultimately growing to 21 classes across seven year levels.

The school offers a comprehensive curriculum that supports the spiritual, academic, physical, social, and emotional development of its students. Specialist programs include Italian, Physical Education, Visual Arts, Performing Arts, and STEM, with a purpose-built STEM centre to support learning.

Technology plays a vital role in the school's learning and communication processes. Staff use modern digital tools for planning and collaboration, and students in Prep to Year 2 are provided with shared iPads, while Years 3–6 students each have a school-supplied iPad as part of a 1:1 program. Communication apps are also used to enhance engagement between the school and families.

St Mary MacKillop CPS has become a valued educational alternative to nearby government schools, with strong support from the wider community. As enrolments continue to rise, the school is on track to support a sustainable student population of over 500 students across 21 classrooms in the near future.

Principal's Report

Dear Parents, Supporters, and Friends of St Mary MacKillop Catholic Primary School,

It is with great pleasure that I present to you the 2024 Annual Report to our community. This report offers a snapshot of how our school has evolved over the past year, highlighting the changes and initiatives we've introduced to better serve our students and their families.

At St Mary MacKillop CPS, we are committed to creating a welcoming and inclusive environment for all of our students, staff, and families. Above all, we prioritize the spirituality and well-being of the children entrusted to our care. Our aim is to empower each child to reach their full potential, fostering a love of learning and helping them build the skills necessary to thrive as responsible, compassionate citizens in an ever-changing world.

Our school's Vision is the foundation of everything we do, guiding our actions and decisions. It expresses our purpose and goals in these words:

In the spirit of St Mary MacKillop, we aspire to live the Gospel, fostering a sense of belonging, respect, compassion, and hope. Our community is inclusive, empowering all to learn and grow in an ever-changing world.

Throughout 2024, we continued our journey with the Science of Learning, focusing on research-based practices that enhance how we teach. We embraced an exciting professional development opportunity, Flourishing Learners, organized by the Western Region of Melbourne Archdiocese Catholic Schools (MACS). This initiative provided our entire teaching staff the chance to collaborate with educators from other schools in the region, diving deep into best practices for classroom management, student engagement, and literacy development.

One key focus of this professional learning was establishing consistent classroom routines, which ensure that students can direct their energy toward learning, rather than adjusting to new routines with each teacher or specialist. We also explored research on how children develop skills in reading, writing, and spelling, and integrated this into our teaching approach. Additionally, staff received coaching between sessions from both external experts and our school leaders to further refine their practices. This collective effort has strengthened our teaching team and enhanced the learning experience for our students.

In mathematics, we continued to build on the progress made in 2023, where we introduced the Science of Learning approach to math instruction. We embraced Mathematics 2.0, a new initiative from the Victorian Curriculum and Assessment Authority (VCAA), and participated in professional learning through the TIMS Project with MACS. We also welcomed new math

resources through the OCHRE program, designed in collaboration with MACS, which have helped enrich our teaching and support our students' learning.

In response to the evolving needs of our students, we reimagined our approach to Faith Life Inquiry. Realizing that our previous framework was no longer aligned with current best practices, we embarked on creating new, knowledge-based units of work, which we called Integrated Units. This process involved a Curriculum Team of leaders, teachers, and our Aboriginal and Torres Strait Islander Lead Teacher, who worked together to develop the framework. Teachers then collaborated to expand on these initial skeletons, ensuring that the curriculum was both cohesive and engaging for all students.

Another exciting development this year was the completion of our new eight-classroom, two-story building for our Year 4–6 students. This facility was partially funded by the Federal Government and supported by loans from the school. The total cost of the building was approximately \$5.8 million, and we were thrilled to officially open the building in early 2024, welcoming dignitaries such as Libby Coker, Federal Member for Corangamite, and Ed Simmonds, Executive Director of MACS. We hope to secure funding for the final four classrooms during the 2025-2026 period.

As a Catholic school, we deeply value our rich religious heritage. We provide a variety of opportunities for students and their families to engage with and celebrate our Catholic traditions, both through sacramental and non-sacramental activities. In 2024, staff professional development in Catholic Identity and Mission was a central focus, and we look forward to sharing more details in that section of this report.

Finally, I would like to express my sincere gratitude to all of our staff for their unwavering dedication and hard work in supporting our students. Despite the many changes that took place in 2024, our team embraced each challenge with professionalism and collaboration. I also extend my heartfelt thanks to our parents for their ongoing support and involvement in their child's education.

Together, we continue to create an enriching and nurturing environment where our children can thrive.

Warm regards,

Anthony Drill
Principal, St Mary MacKillop Catholic Primary School

Catholic Identity and Mission

Goals & Intended Outcomes

Goal

Enrich staff knowledge and understanding of theology, traditions of the Catholic Church and the RE Curriculum Framework to provide a comprehensive and vibrant RE program.

Intended Outcome

That staff develop their knowledge, understanding and use of the RE curriculum framework.

Achievements

St. Mary MacKillop Catholic Primary School remains steadfast in its commitment to being a faith-filled community where families are actively engaged in learning about, embracing, and embodying the rich traditions and story of our Catholic faith. Our students are guided to engage in thoughtful reflection and respond with purposeful action inspired by their spiritual and educational experiences.

Our growing school community reflects a diverse mix of faith experiences, encompassing those from non-Catholic backgrounds to active parishioners. As a Catholic school, we continue to uphold the value of inclusivity, and remain committed to welcoming diversity. We pride ourselves in offering learning opportunities that honour and respect varying perspectives, with the Catholic beliefs underpinning all that we do.

The staff of St. Mary MacKillop also comes from unique and diverse faith perspectives and backgrounds and with that in mind, the focus to increase staff's knowledge and ways to pray and prayer traditions was prioritised. Initially at the beginning of 2024, there was an additional target that related to biblical literacy strategies as well as prayer, but as the school embarked on the Flourishing Learning professional learning, planned professional learning in this area was deferred in order to reduce the cognitive load of teachers.

A whole school closure day was held engaging staff in a professional development session focused on deepening their understanding of key aspects of Catholic faith and practice, prayer. The day began with an exploration of the question "What is prayer?", fostering thoughtful discussion on its meaning, purpose, and role in spiritual life. Continuing to develop the "Prayer Continuum" at St. Mary MacKillop was also a focus,

with staff continuing to refine, scope and sequence the traditional Catholic prayers that should be explicitly taught.

The session also included an overview of traditional Catholic prayers and their significance within the liturgical and personal lives of believers. Staff were introduced to contemplative prayer, which emphasized stillness, silence, and presence as pathways to deeper spiritual reflection. Finally, staff were introduced to the Year of Jubilee, learning about its biblical roots and the themes of renewal, forgiveness, and celebration that it brings to the Church community. The day provided a rich opportunity for spiritual growth and strengthened the faith foundation of the school staff.

The Religious Education Annual Action Plan Team (AAPT) continued to support the Religious Education Leader and teaching teams with prayer traditions, how to pray and what is prayer, developing strategies to use within the classrooms. Further development on prayer continued with the co-construction of the inaugural St. Mary MacKillop school prayer. The AAPT also help organise and plan whole school events such as Grandparents Day and St Mary MacKillop feast day.

Towards the end of 2024, as the school continued their journey with the Science of Learning, it was deemed appropriate to allow Religious Education to become a stand alone teaching focus, moving away from Faith Life Inquiry approach that had been incorporated since the beginning of the school in 2018. To support the move to a stand alone Religious Education learning, professional learning was conducted through PLC meetings with the focus of unpacking the To Know worship and love documents, as these units would drive our St. Mary MacKillop Religious Education scope and sequence. PLC meetings were conducted to develop staff's knowledge, understanding and use of the RE curriculum framework.

All classes actively participated in both school and parish Masses, fostering a strong sense of community and shared faith. Fr. Joseph consistently extended warm invitations to families for all liturgical celebrations and remained accessible to them before and after weekly Masses. Additionally, Fr. Joseph visited several classrooms, further strengthening the connection between parish and school.

Over the 2024 school year the REL facilitated more than 20 Masses, liturgies or focused prayer events that highlighted the church calendar. Key highlights of the year included the strong attendance at community events such as Mother's Day, Father's Day, Grandparents' Day, and the Feast of St. Mary MacKillop. Each celebration featured a liturgy or Mass, followed by a time of hospitality. These gatherings were warmly embraced by our community, reflecting our shared commitment to faith, connection, and celebration.

The Sacraments of Reconciliation, First Eucharist, and Confirmation were thoughtfully prepared and celebrated in close collaboration with the Parish Team. Faith Formation Evenings were held for each Sacrament and were well attended by our school community. Fr. Joseph continued to strengthen his role as a spiritual leader by supporting our Religious Education Leader to deliver enriching presentations at these

Value Added

- Class participation in parish masses
- Whole school masses and liturgies celebrating important events.
- Staff collaborative planning of celebrations for particular times in the church calendar.
- Further development of the Prayer Continuum.
- Sacramental Preparation for children.
- Family Formation Evenings in preparation for each sacrament.
- Sacraments of Reconciliation, First Eucharist and Confirmation in consultation with the Parish Team.

Learning and Teaching

Goals & Intended Outcomes

Goal

To clarify and embed the beliefs and practices that underpin the learning and teaching approaches across all curriculum areas.

Intended Outcomes

To enhance our whole school Pedagogical approach to learning

To implement a whole school evidence based approach to curriculum

Achievements

During the 2024 school year we continued to support teachers to deepen their knowledge and understanding of the Science of Learning. We participated in the MACS Western Region Flourishing Learners project, which guided our professional development and staff coaching for the year. This project, combined with other professional learning such as TIMS (Teaching for Impact in Mathematics), consolidated our understanding of the Science of Learning and assisted us to implement current best practice and research based approaches, particularly in the areas of classroom management, Literacy and Mathematics.

We worked on enhancing practices across all areas of the curriculum with coaching for all staff and began developing our Intrustruactional Framework which outlines our pedagogical approach and the research that underpins our ways of working.

Mathematics

Following the pedagogical shifts in Mathematics introduced in 2023, this year our teachers focused on consolidating their understanding and application of explicit instruction in mathematics teaching. Staff participated in the Teaching for Impact in Mathematics Series (TIMS) delivered by Teach Well, which provided targeted support for Tier 1 instruction along with individual coaching. Teachers also accessed high-quality resources from OCHRE, which were adapted to suit our school context and enhance classroom practice.

We continued to implement Daily Review to support spaced retrieval practice and developed a custom tracking tool to ensure students were revisiting key concepts at optimal times. In the second half of the year, our focus shifted to enhancing Number Groups within the mathematics block, aiming to provide targeted, 'point of need' instruction to build number fluency. Senior students trialled a range of approaches and programs to support this work, which will remain a key focus in 2025. Junior teachers continued to use the Early Number & Algebra (ENA) framework to guide their Number Group sessions, dedicating time to refining and strengthening their practice in this area.

English

In alignment with the pedagogical shifts in English introduced in 2023, a key priority this year has been the continued implementation of a Structured Literacy approach. Informed by the Science of Learning, this evidence-based model supports all students through explicit, systematic, and sequential instruction across the key components of literacy: phonological awareness, phonics, vocabulary, comprehension, and fluency.

Staff have operated within clearly defined expectations and instructional norms, ensuring a consistent and high-quality approach to literacy instruction across the school. These included the use of consistent cues to signal transitions, shared slide templates to support lesson delivery, and a focused commitment to strengthening students' core literacy and knowledge skills.

To support implementation, a number of high-quality programs and platforms were utilised. These included Little Learners Love Literacy, Heggerty, and OCHRE for students in the early years. Students in Years 3–6 engaged with a range of OCHRE-supported Novel Studies, enabling rich exploration of texts, and development of deeper comprehension skills.

Our assessment schedule was reviewed and streamlined to ensure clarity and coherence. The revised schedule was presented to staff in an accessible format, enabling forward planning and ensuring that all necessary data was collected in a timely manner to inform instruction. Student progress was monitored closely throughout the year, and targeted intervention was provided for those requiring Tier 2 and Tier 3 support, ensuring that every learner had access to the assistance they needed to succeed.

Religious Education and Faith Life Inquiry

The FLI leaders undertook an audit of the two-year cycle of learning. With upcoming shifts in pedagogical approaches across other curriculum areas, curriculum leaders reviewed the Faith Life Inquiry (FLI) cycle to evaluate its effectiveness and current practices. As a result,

the number of units was reduced to three per year to allow more dedicated and explicit learning time in Term 4, focusing on rich Advent and Christmas content.

Efforts also continued to align Core Knowledge Units with explicit content delivery, while exploring opportunities to authentically integrate Indigenous perspectives. The school intranet remains a key resource, providing staff with essential materials to support their FLI teaching.

The development of the Prayer Continuum continues, and staff have engaged in professional learning in Catholic Traditions and Biblical Literacy, which has significantly boosted teacher confidence in these areas.

As the school transitions to delivering Religious Education as a standalone subject in 2025, goals have been incorporated into the Annual Action Plan to strengthen teachers' knowledge and support their effective use of the To Know, Worship and Love resources in implementing the Religious Education Curriculum Framework.

Learning Enhancement

St Mary MacKillop implements a Multi-Tiered System of Support (MTSS), a structured, continuous improvement framework that draws on high-impact, evidence-based teaching practices. This approach ensures all students receive the appropriate support, instruction, and adjustments to thrive in learning, behaviour, and wellbeing.

Tier 1 involves universal, high-quality classroom instruction, including regular screening, assessment, and differentiated teaching for all students. To support those needing additional help, Learning Enhancement Teachers work across Foundation, Years 1–2, 3–4, and 5–6, providing targeted Tier 2 and Tier 3 interventions.

Student Learning Outcomes

Student Learning Outcomes

St Mary MacKillop maintains a robust and regularly updated Assessment Schedule, designed to support the data collection needs of our learning and teaching programs and to ensure that every student's progress is closely monitored. A range of high-quality assessments and data sources were used to triangulate student achievement, enabling teachers to identify

each learner’s current level and set clear, achievable goals—particularly in the key areas of Literacy and Numeracy.

Reading and Writing continue to be the relative strengths of the Year 3 and 5 children with over 70% of children proficient in these areas. Numeracy in both Year 3 and 5 is up on 2023 which is pleasing. The focus on these main learning areas in 2024 and 2025 through the explicit teaching and Flourishing Learners project will hopefully improve these even more.

Grammar & Punctuation and Spelling are the areas of greatest need with only around 50% of children in Year 3 achieving proficient standard. The focus on writing through The Writing Revolution in 2025 will hopefully help to increase these areas in the years to come.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	391	46%
	Year 5	493	65%
Numeracy	Year 3	401	62%
	Year 5	481	65%
Reading	Year 3	405	70%
	Year 5	498	75%
Spelling	Year 3	391	56%
	Year 5	457	56%
Writing	Year 3	389	72%
	Year 5	481	75%

*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 strengthen the school community's knowledge of wellbeing and child safety using a strategic plan.

Achievements

In 2024, we continued to implement our strategic plan aimed at strengthening awareness of child safety and wellbeing throughout our school community. A professional learning plan was established for staff, and we partnered with One Red Apple to deliver five training sessions across the year, enhancing teachers' understanding of the 11 Child Safe Standards. Additionally, a communications strategy was developed to improve community awareness of these standards. The Student Wellbeing Leader facilitated child safety information sessions for families and regularly shared updates via newsletters through the uEducateUs platform. A volunteer induction process was also developed to support student safety and is set to be implemented in 2025.

Promoting students' wellbeing remained a key priority at St Mary MacKillop. A comprehensive, whole-school Social and Emotional Learning (SEL) scope and sequence was developed and implemented by teachers. The Kimochis program continued to be integrated into classrooms from Prep to Year 2, while the Resilience, Rights, and Respectful Relationships program was embedded across all year levels from Prep to Year 6. Additionally, Social Thinking resources were used from Prep to Year 4 to support students in developing appropriate social behaviours and interactions with their peers.

We introduced a whole-school Behaviours for Learning curriculum to support the creation of calm and focused learning environments. Three key routines were established: an entry routine, an exit routine, and a call-to-attention routine. To support implementation, staff participated in off-site professional learning and received ongoing coaching to enhance their teaching practice.

In 2024, the Student Wellbeing Leader supported the school in a full-time role. She participated in regular MACS network meetings, coordinated professional development for staff, updated key policies, and led the implementation of social and emotional learning initiatives for students. The school continued to have its wellbeing dog, Tilly, on-site to

support student regulation across all classrooms and to help ease the transition into school for students experiencing anxiety.

We partnered with Strength Psychology to provide a psychologist on-site two days per week to deliver counselling sessions and conduct student assessments. Our school speech therapist carried out both pragmatic and academic assessments, facilitated Tier 2 and 3 social skills groups for Year 1 students, and led LEGO-based social skills groups for students in Years 5 and 6. They also continued to support teachers in implementing programs across the school aimed at promoting socially appropriate behaviours. The Wellbeing Leader implemented the Seasons for Growth Program for students who have experienced significant change in their lives, including death, divorce, separation and change due to medical intervention.

Value Added

Health and Safety Education:

- Year 5/6 students participated in puberty education sessions delivered by Bodyworks.
- Students in Years 3–6 took part in Australia's Biggest Child Safety Lesson.
- Prep to Year 2 students attended the Bravehearts Safety Show, focusing on personal safety.
- Year 5/6 students completed their Digital Licenses through eSmart to promote online safety.

Social and Emotional Learning Support:

- Targeted Tier 2 and 3 social skills groups were run for Year 1 students.
- LEGO-based social skills sessions were delivered to Year 5/6 students to encourage peer connection.
- Daily mindfulness practice was embedded across the school following recess.
- Calm Corners with self-regulation resources were available in every classroom.

Student Leadership and Participation:

- A school wide Student Representative Council (SRC) was formed, with two students elected per class.
- Student Leaders and School Captains continued to represent and support the student body.
- The Helpful Heroes program trained student volunteers to assist peers in the schoolyard during recess and lunch.

Inclusive Play and Behaviour Support:

- Passive Play areas were provided during break times to offer students a calm, welcoming environment for social interaction.
- Leadership team members were rostered on for Behaviour Support during every break to assist with student wellbeing and regulation.

Staff Support and Curriculum Delivery:

- Staff received ongoing support during PLC meetings and facilitated planning sessions to implement the SEL (Social and Emotional Learning) curriculum effectively.
- All staff completed professional learning to deepen their understanding of the 11 Child Safe Standards.
- Staff participated in professional development to gain insights into and apply the Behaviours for Learning curriculum.
- Staff attended professional learning to understand and implement the 'Behaviours for Learning' curriculum

Camps, Excursions, and Sports:

- School camps included a one-night Year 3 camp, a two-night Year 4 camp, and a two-night Year 5/6 camp.
- All students participated in a range of excursions and incursions throughout the year.
- Year 5/6 students competed in the Lightning Premiership, promoting teamwork and physical wellbeing.

Recognition and Awards:

- Student and wellbeing awards were presented at assemblies with a focus on positive behaviours and achievements.
- Values Awards were given to students who consistently demonstrated the school's core values.

Student Satisfaction

In 2024, the MACSSIS Survey was completed by 113 students from Years 4 to 6, an increase from 90 respondents in the previous year. This growth is attributed to the school's expansion into the senior year levels. The survey results showed a decline in overall student satisfaction, dropping to 55% compared to 70% in 2023. A closer analysis indicates that this decline is largely due to lower ratings from Year 4 students across several domains. Year 5 responses remained relatively stable, while Year 6 students reported a 5–10% improvement

in most areas. Further investigation is needed to understand the concerns of Year 4 students and the reasons behind their lower satisfaction levels.

We also continued using the ACER Social-Emotional Wellbeing Survey to gather both whole-school and cohort-level data. This information informed the planning of targeted social and emotional learning lessons and helped identify year levels facing potential challenges.

Student Attendance

The school regularly monitors student attendance, and any significant patterns of absenteeism are promptly addressed by the Wellbeing Coordinator and/or the Principal, in accordance with the attendance and absenteeism guidelines set by MACS and the Education Department. Families are notified via formal letters when a student's attendance falls below an acceptable threshold.

The overall average attendance rate for 2024 was 90.4%, an improvement from 89.3% in 2023. Attendance across all year levels remained in the high 80 to 90 percent range, which is a positive outcome. However, several factors contributed to a slight reduction in overall attendance, including a number of families taking extended holidays throughout 2024. Additionally, in the Year 2 cohort, two students were on modified timetables, which affected the average attendance for that year level.

Year 1 recorded the highest attendance rate, while Year 2 had the lowest.

Average Student Attendance Rate by Year Level	
Y01	93.0
Y02	88.3
Y03	91.0
Y04	89.6
Y05	89.2
Y06	91.1
Overall average attendance	90.4

Leadership

Goals & Intended Outcomes

Goal

To develop a leadership framework that provides opportunities for all staff to grow professionally.

Intended outcome

That school's leaders actively work to identify and create challenging roles, responsibilities and opportunities for staff voice and shared leadership.

Achievements

Leadership at St Mary MacKillop Catholic Primary School has been a key focus for development over recent years.

We recognise that leadership takes many forms across our school community. Over time, we have worked diligently to bring clarity to the various roles held by staff, acknowledging that leadership is not confined to formal positions outside the classroom or to paid Positions of Leadership (POLs).

During 2023 and 2024, our Leadership Team experienced a structural shift. Our School Improvement Leader relocated interstate, and our Learning Diversity Leader commenced maternity leave. As a result, we operated with a smaller leadership team. Despite this, we continued to meet regularly and made meaningful progress, particularly with the implementation of new practices under the Flourishing Learners initiative in partnership with MACS Western Region.

Towards the end of 2024, we began evaluating the structure of our Leadership Team. This led to the development of a revised model for 2025, which will introduce Working Parties responsible for core operational and curriculum tasks. These groups will report back to a more streamlined Full Leadership Team meeting, held less frequently and for shorter

durations. We believe this model will support more efficient collaboration in both curriculum development and the daily running of the school.

In addition to our Leadership Team—comprising the Principal, Deputy Principal, and leaders in Religious Education, Wellbeing, Literacy, and Mathematics—we trialled Year Level Team Leader roles across all year levels. These leaders were provided with regular release time to support their teams by leading planning meetings, coordinating excursions, and serving as key communication links with the Leadership Team. Together with the Team Leaders, we co-developed role descriptions, which we refined as the year progressed. Although coordinating release time for all Team Leaders simultaneously presented challenges, we found practical solutions to ensure collaboration continued effectively.

Developing strong leaders remains a priority at St Mary MacKillop. To support this, we engaged leadership coach Lucy Carroll to work with both the Leadership Team and the Year Level Team Leaders. Lucy met with each leader once per term, and the coaching was well-received by all participants.

To ensure transparency and clear communication, especially regarding responsibilities, we revised and created role descriptions for all leadership levels. These were collaboratively developed with staff and shared school-wide towards the end of 2024 in preparation for leadership roles in 2025.

As student enrolments increased in 2024, our staff numbers also grew. NCCD funding allowed us to provide Learning Support Officers in nearly every classroom, strengthening support for both teachers and students. When our Learning Diversity Leader commenced parental leave mid-year, we were unable to recruit a replacement through external advertising. Instead, we restructured the position and appointed two internal staff members to share the role—one with experience and one eager to develop. This partnership proved highly effective and helped streamline our support processes.

Effective communication, particularly for part-time staff, was essential. To support this, we introduced in-person morning briefings at 8:25am every Monday, with key information also made accessible via the staff intranet and lounge daily. Multiple shared Google Calendars ensured all staff were informed of school events and operations. We also expanded the staff intranet, offering links to key documents, policies, and other relevant resources.

The retirement of our long-standing Religious Education Leader, Mrs Katrina Frewin, at the end of 2024 left a notable gap in both our leadership and broader staff community. Rather than appointing a direct replacement, and in consideration of staff experience and budget constraints, we chose to identify and nurture a new Religious Education Leader from within our existing team.

Overall, 2024 was a year of growth, change, and leadership development. Looking ahead to 2025, we are excited about the plans in place and are confident that these changes will continue to strengthen leadership and enhance outcomes across the school.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<p>The school leadership demonstrates a strong commitment to the professional growth of all staff, including Learning Support Officers (LSOs) and administration personnel. Ongoing support is evident through the provision of dedicated time and access to professional learning opportunities at the school level, as well as through participation in regional and system-wide networks and programs.</p> <p>A structured induction program was delivered to all new staff at the end of 2023 and continued into the start of 2024, ensuring a smooth transition and clear understanding of school expectations and practices.</p> <p>In support of professional learning for LSOs, the school continued its membership of the Australian Teacher Aide Association. This provided access to a range of professional learning modules, which the LSO team engaged with collaboratively throughout the year.</p> <p>As part of our ongoing journey into the Science of Learning, staff participated in the MACS Western Region Professional Learning program Flourishing Learners, facilitated by members of the Knowledge Society. This program, delivered over four sessions across the year, focused on the development of our Behaviour Curriculum and the explicit teaching of Literacy.</p> <p>Religious Education was another key area of professional learning in 2024. Our Religious Education Leaders, Katrina and Alex, guided staff through sessions on the nature of prayer and explored a variety of prayer practices.</p> <p>Additionally, members of the Leadership Team and team leaders benefited from one-on-one coaching with Lucy Carroll throughout the year, further supporting their development and impact in leadership roles.</p>	
Number of teachers who participated in PL in 2024	35
Average expenditure per teacher for PL	\$450.00

Teacher Satisfaction

The overall MACSSIS survey results indicate a decline in most areas from 2023 to 2024, which is concerning at face value. However, a deeper analysis reveals that the decline is primarily driven by responses from LSO staff, while teachers continued to rate the school

positively. In 2023, our AAP work and professional learning were inclusive of LSOs, particularly during our focus on Feedback, ensuring they were kept informed and engaged. In contrast, the 2024 focus was centered more on teachers, with less direct involvement of LSOs. This shift appears to have influenced their perception of the school, staff, and leadership. Addressing this will be a priority in 2025 to ensure all staff feel equally supported and valued.

Teacher Qualifications	
Doctorate	0
Masters	2
Graduate	4
Graduate Certificate	2
Bachelor Degree	26
Advanced Diploma	3
No Qualifications Listed	14

Staff Composition	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	46
Teaching Staff (FTE)	42.04
Non-Teaching Staff (Headcount)	29
Non-Teaching Staff (FTE)	22.29
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

Goals & Intended Outcomes

To build a collaborative partnership between home, school, parish and wider community to support children's engagement and learning outcomes.

Achievements

uEducateUs was selected as the school's primary communication platform, and it has been well received by parents for its ability to streamline information sharing across the school community. Seesaw continues to be used within classrooms to share students' work and provide ongoing reporting in Mathematics and the Integrated Curriculum. Meanwhile, uEducateUs supports school-wide communication, including important announcements, first aid notifications, and the fortnightly newsletter, helping families stay informed and connected with key events and updates.

Throughout the year, our School Advisory Committee members have played a vital role in supporting and strengthening the partnership between the parish and school communities. Their ongoing commitment has ensured that the committee continues to serve as a meaningful platform for consultation, collaboration, and shared decision-making. We are grateful for their dedication in fostering open dialogue, offering valuable insights, and contributing to the continuous improvement of our school.

Throughout the year, our commitment to student well-being has remained a central focus of our work. We continued to prioritise access to psychological services, offering cognitive assessments and ongoing support for students and families experiencing a range of challenges. This initiative reflects our belief that mental health and emotional support are essential components of a thriving learning environment.

Beyond addressing immediate needs, our goal has been to create a culture of care where every individual feels seen, heard, and supported. By providing this vital resource, we are not only responding to concerns as they arise but also proactively fostering an environment that nurtures the holistic development of our students academically, socially, and emotionally. In doing so, we aim to equip our young people with the tools and confidence they need to overcome obstacles, build resilience, and flourish within and beyond the school setting.

Our commitment to nurturing social responsibility and empathy in our students was clearly demonstrated through the active and meaningful participation of our Year 5/6 student leaders and Student Representative Council (SRC) members in a range of social justice initiatives throughout the year. These young leaders not only embraced their roles with enthusiasm but also led by example, inspiring their peers and the broader school community through their actions.

One of the standout contributions was their leadership in coordinating fundraising efforts for charitable organisations, including Project Compassion. With passion and purpose, they organised and promoted campaigns that raised both awareness and funds to support vulnerable communities, reflecting a deep understanding of the importance of giving back.

In addition to their charitable work, our student leaders also represented the school at key community events, most notably the local ANZAC Day dawn service. Their respectful and heartfelt participation honoured the sacrifices of those who served our country, reinforcing the values of gratitude and remembrance.

Through their involvement in these initiatives, our students embodied the core values of compassion, solidarity, and civic duty. Their actions serve as a powerful reminder of the impact young people can have when empowered to lead with heart and purpose. Their efforts not only enriched our school community but also contributed to our broader mission of shaping engaged, thoughtful, and socially conscious citizens.

Parent Satisfaction

The number of families who completed the MACSSIS survey for 2024 was unfortunately much lower than in 2023 and this was reflected in the survey data which was down across many of the domains. The overall positive endorsement of the school slipped below the MACS average.

What was positive is that the data for families with their eldest child in the junior year levels improved in most areas by 5 - 10 %. The data for the families with children in year 6 was probably the lowest which has been the case for this year level cohort over the past few years. Hopefully we can build on the positives of the junior families as we look towards the future.

The School Advisory Council has investigated the data and will be taking on the task to raise the profile of the school amongst the parents and encouraging more people to complete the survey in 2025. There will also be a focus on how we encourage more parent engagement

or at least increase our parents understanding of how they are engaged as families in the school which will impact the Family Engagement domain.

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.stmmb.catholic.edu.au