



# 2024

## Annual Report to the School Community



### St Mary's School

87 Southey Street, INGLEWOOD 3517

Principal: Stephen O'Shannessy

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

Registration: 379, E Number: E3010

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## Principal's Attestation

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I, Stephen O'Shannessy, attest that St Mary's School is compliant with:

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

Attested on 27 Mar 2025

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## About this report

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St Mary's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Governing Authority Report

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The Catholic Education Week theme for 2024, “Behold I Make all Things New,” invited us to reimagine possibilities to enliven our ministry in Catholic education in innovative and creative ways. The theme challenged us to ensure our educational enterprises were clearly focussed on every student, every teacher, every school, every day.

In 2024, the recognition that Catholic Education Sandhurst Limited (CESL) is a multi-school system found expression in our commitment to streamlined governance responsibilities and enhanced support for our learning centres. This approach allows for unified policies, consistent standards, and centralised support, while still catering to the unique needs of each individual learning centre.

To align the work of Catholic Education Sandhurst Ltd with the CESL Strategic Plan 2023-2027, three “Guiding Lights” have been identified that will shape the work of the organization for the next three years:

- **Authentically Sandhurst Catholic Education**  
Recognizing our rich diocesan relationships and commitment to spiritual formation, Sandhurst Catholic Education is living the missionary call to respond to the needs of our young people and our world with an ongoing and Gospel infused process of encounter, deep listening, discernment and courageous action.
- **Outstanding Learner Growth**  
Together, across the system, we will invest in educational and allied staff capabilities so that irrespective of personal circumstances, every young person in every school will have access to an equitable, sound, engaging and responsive learning program.
- **Solidarity and Subsidiarity**  
Through our commitment to solidarity, in each of our learning centres, our young people have the same opportunity to flourish and grow. Our collective strength will be used for the benefit and growth of all parts of the organisation.

At the same time, subsidiarity allows entities to bloom and thrive under clear parameters, knowing in which circumstances decisions are to be made at the lowest level possible, or the highest level necessary.

In line with these three Guiding Lights and the recognition that CESL is both an evangelizing and educative entity, 2024 saw the groundwork established for Magnify Sandhurst, a transformative learning and teaching program to be rolled out to our 51 Catholic schools across the Sandhurst Diocese. This new learning and teaching program aims to significantly

enhance the learning experience for students and provide teachers with the tools they need to deliver an evidence-based curriculum that boosts student outcomes.

With the support of world-class educational partners such as Steplab, Knowledge Society, MultiLit, and Ochre Education, Magnify Sandhurst is an investment in the future of every child in all 51 schools. With the mantra, 'Every student, every teacher, every school, every day', the program is designed to create a learning environment that challenges and supports students, helping them reach their full potential.

I am extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2024 of our school staff and Catholic Education Sandhurst Office personnel; they continue to work tirelessly for the students and families in our schools and are true bearers of the Mission to which they have been called.

Kate Fogarty

Executive Director, Catholic Education Sandhurst Limited

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## Vision and Mission

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### Identity Statement:

St Mary's Catholic School is a community of learners operating under the Presentation Sisters' charism, inspiring all to fulfil their spiritual, academic and personal potential.

### Vision Statements:

St Mary's models and teaches the message of Jesus in our relationships with each other, our God and our world. We build and value collaborative partnerships with students, staff, parents, Parish and the wider community. The school creates a positive and stimulating environment in which each person can academically, spiritually, emotionally, physically and socially reach their full potential. We create enriching learning experiences in a safe and inclusive environment.

### Graduate Outcomes:

At St. Mary's we endeavour to educate graduates:

- To embrace the Gospel values and enact these in their daily lives
- To be equipped with strong foundations in literacy and mathematics
- To be innovative, responsible and inquisitive learners
- To display perseverance when faced with challenges
- To be community-oriented members who develop and sustain positive, loving relationships
- To be faithful stewards of the planet and promote peace and justice

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## School Overview

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The first school in Inglewood was run by the churches under the Denominational Board. The second school established was Roman Catholic, also under the Denominational Board, in a chapel near the present Town Hall. The current school building was opened in 1927.

The Presentation Sisters were in charge of St Mary's School until they withdrew in 1974. We pay special attention to the life of Nano Nagle, who was the founder of the Presentation Sisters. We use her life of service as an example of how to live out the values of the Gospel. In early 2021, a significant governance change occurred with governance of Sandhurst Catholic schools shifting from the Parish Priest as Canonical Administrator to Catholic Education Sandhurst Ltd.

St. Mary's Primary School is a faith-filled community centred on the person of Jesus and guided by the Gospel values. Within our community, we are committed to fostering holistic development in each student to enable them to reach their full potential.

The education of children is a collaborative process based on positive relationships between teachers and parents, with our students at the centre of all we do. Along with our warm, supportive and welcoming atmosphere, we strive to provide learning experiences that are challenging and inspiring, meaningful and relevant and engaging and fun for our learners. St. Mary's values the strong links and connections that we have established within the local community.

There is a rich history at our school of students supporting organisations and participating in events that build meaningful and purposeful relationships with others.

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## Principal's Report

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It is with great pride that I reflect on the many achievements and developments that have taken place at St Mary's School throughout 2024. This year has been marked by a deliberate and strategic approach, placing a strong focus on providing a high-quality education inclusive for all students through improving teacher practice. In addition, St Mary's proudly renewed community engagement and outreach.

One of our most significant academic shifts has been our deepening commitment to the Science of Reading. Staff have embraced a more structured and evidence-based approach to literacy instruction, supported by professional learning and the implementation of a revised literacy block. During our Information Night, the first in four years, the evening provided a valuable opportunity to share our work in phonics, spelling, and literacy intervention, while celebrating our dedicated teaching team and the individualised learning support we offer every student.

In line with our goal of strengthening early intervention, we undertook a comprehensive review of our intervention procedures. By analysing student data through tools such as the Jocelyn Seamer Phonics Assessment, Tessa Daffern's, Components of Spelling, OXED and Dibels screeners, we were able to target support more effectively. Our Learning Support Officers were part of school pilot program Australian Teaching Assistant Professional Standards where professional standards were introduced to build capacity in LSOs to be active, informed, and collaborative partners in supporting student learning, especially in literacy intervention and classroom practice. The school introduced a St Mary's Pre-Referral Chart to streamline communication and define clear roles within the intervention process. Fortnightly collaboration between LSOs and teaching staff meetings were held to ensure a consistent monitoring of student progress and support the development of personalised learning goals.

A major highlight of 2024 has been the transformation of our learning environment. Thanks to ongoing upgrades from insurance, we now enjoy a fully renovated school facility. This includes the opening of the Nano Nagle Centre, a milestone celebrated with a special blessing by Bishop Shane Mackinlay and the attendance of past principals and school supporters. Another significant addition has been the redevelopment of our former Energy Breakthrough room, now reopened as our Engine and Sensory Room. This space is designed to support student wellbeing and sensory regulation, further reflecting our commitment to inclusive and responsive education.

As part of our ongoing commitment to inclusive education, we conducted a thorough review of our practices related to the Nationally Consistent Collection of Data on School Students with Disability (NCCD). This review allowed us to strengthen our procedures to support the diverse needs of all students, ensuring that every child has equitable access to learning opportunities. In Term 2 of 2024, the school underwent an audit organised by the Department of Education. St Mary's came out with no recommendations during this process which indicates our exemplary processes and documentation around NCCD and Attendance data.

Our strategic marketing plan, developed in partnership with Catholic Education Sandhurst Ltd, gained strong momentum. With targeted initiatives including signage in Bridgewater and local promotions, a refreshed school webpage, and school campaign video, which proudly showcased the many things we do well at St Mary's. These efforts have already begun to strengthen enrolment prospects and increase local visibility.

A highlight of the year was our camps program. Grade 5 and 6 students enjoyed an engaging Melbourne experience, exploring the city and forming new friendships with St Liborius Primary School. Year 3 and 4 students thrived at Weekaway Camp, participating in outdoor and team-building activities. Both camps supported student independence, resilience, and wellbeing.

The year also saw continued participation in whole-school events, including inter-school sport competitions, school carnivals, and creative arts displays. Our students represented the school with enthusiasm and pride, and their involvement across curricular and co-curricular areas was a true reflection of our vibrant school spirit.

As we look ahead, I thank our students, families, and staff for their trust, commitment, and shared vision. Together, we continue to build a welcoming, future-focused school where every child can thrive.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

Strengthen the delivery of engaging learning experiences using a Shared Christian Praxis approach with students.

### Achievements

At St Mary's, our commitment to fostering spiritual growth, community involvement, and service has been at the heart of our achievements in 2024. Guided by a shared Christian praxis, our dedicated staff have worked alongside students to nurture faith, service, and a deep sense of community. This collective effort has resulted in meaningful participation in liturgical celebrations, sacramental preparation, and community initiatives that reflect the values of the Gospel.

A key highlight this year was the introduction of a revised Sacramental Program, which saw students in Years 3–6 join together for the preparation of the Sacrament of Reconciliation in Term 3 and the Sacraments of First Holy Communion and Confirmation in Term 4. This intentional grouping fostered a deeper connection among students and their families and allowed for a more communal approach to faith formation. The program was communicated through the school newsletter and parish bulletin, and we were pleased to see inquiries from outside our school community, underscoring the positive impact of our approach.

St Mary's staff participated in a Spirituality Day at the Northern Plains Hub. The day included Mass, a shared dinner, and sessions focused on Gospel teachings, which enhanced the staff's faith formation and their role in fostering a Catholic educational environment. This experience not only contributed to staff accreditation but also strengthened the sense of community and spiritual growth among educators, empowering them to support students' spiritual journeys.

The school hosted a Family Relationships Evening for Year 5/6 students and their families as part of CESL Life Relationships Program. The event focused on topics such as relationships, family dynamics, and adolescence within the context of Catholic teachings. It provided an opportunity for families to engage in open conversations, reinforcing the partnership between home and school and supporting students' growth and understanding during these important developmental stages.

Throughout the year, students played an active role in the liturgical life of the school. Regular

school and parish Masses were celebrated, with students taking the lead in readings, singing, and leading prayers. Special days in the liturgical calendar, such as the Feast of the Presentation of Mary and Harmony Day, were marked by events that encouraged students to reflect on the values of respect, diversity, and inclusion, reinforcing the role of our faith in shaping a just and compassionate community.

In service to others, our students demonstrated a strong commitment to charitable activities, such as the Caritas Project Compassion campaign. Staff worked alongside the student leadership team to host a Family Movie Night fundraiser, raising vital funds for the Project Compassion appeal. This initiative not only supported a global cause but also provided an opportunity for students to lead and collaborate in the service of others. In addition, students participated in local charity fundraising with Inglewood Food Bank, further instilling the values of social justice and community outreach.

As the year concluded, our school gathered to celebrate the end-of-year graduation and Nativity Play. The graduation ceremony recognised the academic and personal growth of our students, with staff, family and friends present to support and honour their achievements. A new Presentation Sisters Scholarship was introduced, which went to two students who displayed the values of Nano Nagle and the Presentation Sisters. The Nativity Play was a beautiful expression of the Christmas story, with staff and students working together to bring the performance to life.

In all these activities, our staff have been key, walking alongside our students in faith and service.

## **Value Added**

Revised Sacramental Program introduced for Years 3–6:

Combined preparation for Reconciliation, First Communion, and Confirmation.

Strengthened family and student engagement in faith formation.

Promoted wider community involvement with external enquiries.

Staff attended Northern Plains Hub Spirituality Day:

Included Mass, shared meal, and faith formation sessions.

Supported staff accreditation and strengthened spiritual leadership.

Hosted Family Relationships Evening for Year 5/6 families:

Students actively involved in school and parish liturgies:

Led prayers, readings, singing and reflections.

Celebrated special events, including Harmony Day and Feast of the Presentation of Mary.

Strong focus on service and social justice:

Supported Caritas Project Compassion through initiatives like the Family Movie Night

fundraiser.

Partnered with Inglewood Food Bank to support local families in need.

Student leaders helped organise and lead charity events.

Opportunities for student voice and responsibility in Catholic mission.

End-of-Year Graduation and Nativity Play:

New Presentation Sisters Scholarship was awarded to two students who demonstrated Gospel values.

FIRE Carrier training and ceremony

Staff walked alongside students in all aspects of faith and service, nurturing a strong Catholic identity and sense of community.

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## Learning and Teaching

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### Goals & Intended Outcomes

Generate tiered, conceptualised and responsive intervention support, wellbeing and safety.

### Achievements

Student outcomes are largely impacted by the quality of teaching they receive. The teacher's commitment to professional development and ongoing professional improvement was a priority throughout the year. In 2024, St Mary's Primary School deepened its commitment to evidence-based teaching and learning practices by refining its approach to student support and curriculum delivery. The school's focus was guided by the overarching goal of creating a tiered, conceptualised, and responsive support model that addressed both academic and wellbeing needs.

A major achievement was the strengthened use of data to inform instruction. To support school improvement, St Mary's focused on developing a consistent, school-wide approach to data analysis. Staff increased their data literacy through professional learning using the work of Selena Fisk and ACER, participating in workshops, conferences, and book studies. Student and whole-school data walls, along with personalised learning goals, helped drive targeted teaching and informed Learning Conversations. The school undertook a comprehensive review of its assessment policy and procedures to align with current, evidence-based research. As part of this process, we adopted new tools such as OXED, Dibels and PAT Adaptive assessments to better track student growth and inform instruction. Teachers analysed key assessments, including Jocelyn Seamer's Phonics Assessment and the Tessa Daffern's Components of Spelling tool, to guide decisions around targeted phonics instruction. Overall these insights directly informed classroom practice and intervention planning, ensuring instruction was responsive to each student's point of need.

Throughout the year, St Mary's staff worked within Professional Learning Communities (PLCs) and Professional Learning Teams (PLTs) to plan, assess, and reflect on student progress. Pre- and post-assessment data were used to monitor growth, and teachers contributed regularly to student data walls, helping visualise progress and guide learning conversations with students and families.

In support of our goal, a school-wide pre-referral chart was developed and implemented. This chart clearly outlines intervention pathways and assigns responsibilities across tiers of

support. All staff were trained in how to apply the chart, helping to ensure consistent identification of students at risk and appropriate, timely intervention.

The partnership with literacy expert Jocelyn Seamer brought an added layer of expertise to our teaching. Staff engaged in regular webinars, reading groups, and school visits to strengthen their understanding of the Science of Reading. These practices helped shape a significant review of our literacy block, ensuring that instructional time was aligned with the latest research and tailored to student learning needs. The early years showed notable gains in phonics assessments as a result of these changes.

Looking forward, our involvement in the Magnify Sandhurst initiative, which is set to launch in classrooms in 2025, marks an exciting step in building further consistency and research-driven practice in literacy and numeracy. Staff have already commenced professional learning in preparation for this initiative.

### **Student Learning Outcomes**

In 2024, St Mary's recorded higher NAPLAN results compared to previous years. While this outcome is affirming, it is important to acknowledge that due to the small cohort size, these results alone do not provide a complete picture of student achievement across the school.

To ensure a more accurate and comprehensive understanding of student progress, we triangulate our NAPLAN data with a range of assessment tools. During the year, we introduced evidence-backed assessments such as DIBELS , OXED Language and Reading Screeners, along with PAT Adaptive assessments, Essential Assessment, and pre- and post-assessment data. This multisource approach allows us to make more informed decisions about student learning and growth and track progress. Staff were upskilled in their data literacy skills and are now placed with a better understanding of using multiple data sets.

After analysing the full range of data, we observed that the majority of students demonstrated 12 months of growth in their learning over the year. In some cases, students exceeded this benchmark, with some making more than 18 months of academic progress. Whilst these are very pleasing results, the school will continue to focus on extending students who receive academically higher outcomes. We will continue to monitor progress closely and use data intentionally to ensure that every student is supported, extended, and celebrated in their learning journey.

<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	*	*
	Year 5	*	*
Numeracy	Year 3	*	*
	Year 5	*	*
Reading	Year 3	*	*
	Year 5	*	*
Spelling	Year 3	*	*
	Year 5	*	*
Writing	Year 3	*	*
	Year 5	*	*

\*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

Cultivating communities that build trusting and respectful relationships to enhance the well-being and safety of our school community.

### Achievements

In 2024, St Mary's Primary School remained steadfast in its commitment to student wellbeing, community engagement, and inclusion. A significant achievement this year was securing a one-off wellbeing grant of \$15,000, enabling the school to make strategic investments that directly benefited students. This funding was allocated to three key areas: \$10,000 towards specialist support, \$3,000 for The Resilience Project, and \$2,000 for student experiences and equipment. These initiatives have enhanced our ability to provide targeted wellbeing programs and enriched the school environment with new resources aimed at student engagement and inclusion.

Our participation in The Resilience Project for 2025 will reinforce the development of positive learning habits and respectful relationships. The program, delivered in classrooms, focuses on key principles such as gratitude, empathy, and mindfulness, supporting students to better regulate emotions and build resilience. This program aligns closely with our school values and plays a pivotal role in shaping a safe and respectful learning environment.

Student leadership also took a prominent role this year. Recognising the value of student voice and empowerment, St Mary's introduced three dedicated leadership positions: Leader of Faith, Leader of Community, and Leader of Environment. Students were required to submit written applications, encouraging personal reflection, responsibility, and active citizenship. These roles gave students meaningful opportunities to serve their peers and school community, promoting the Gospel values of service and inclusion.

In supporting student wellbeing more holistically, the Engine Room/Sensory Space was established and repurposed to meet the needs of students requiring sensory regulation. The completion is set to conclude over the Christmas break. This dedicated area will provide a safe and calming environment, helping students to self-regulate, improve focus, and re-engage with their learning. This initiative reflects our inclusive approach and commitment to addressing diverse student needs.

Looking ahead, St Mary's is proud to be part of the Mental Health in Primary Schools (MHiPS) initiative, commencing in 2025. This program will provide funding for an FTE .4

Wellbeing Coordinator position, a significant milestone for our school. This will ensure the development of a proactive wellbeing framework and allow for sustained implementation of child-safe practices and wellbeing programs without drawing from existing school resources.

Extracurricular opportunities such as Sandhurst Arts on Show were also a highlight. These offered students the chance to participate in performing arts, develop confidence, and express themselves creatively. Participation in this event promoted teamwork, resilience, and a sense of achievement. Students were even encouraged to audition for solos, supporting leadership development through the arts.

Throughout 2024, our staff also continued to review and implement child safety strategies in line with the updated Child Safe Standards. We remain deeply committed to fostering an inclusive environment, engaging with families, and promoting a culture where all students feel seen, heard, and supported. These collective efforts strengthen the fabric of our community and ensure St Mary's remains a place where every child is known, valued, and celebrated.

## Value Added

- - Sensory and Engine Room
    - Liturgies and assemblies
    - Wedderburn School Fete
    - Swimming & Gymnastics program
    - AFL, Basketball and Hockey clinics
  - School Feast Day – Zone Activities
    - MacKillop Art Exhibition
    - Mother's & Father's Day Afternoons
    - Grades 3 & 4 Camp to Camp Week away
    - Grades 5 & 6 Camp to Doxa Melbourne Camp
    - Sandhurst Arts on Show
    - Attendance Promotion
    - Grade 5 & 6 Leadership Day in Echuca
    - Inglewood Kindergarten Reading Sessions
    - Cooking with students and Pastoral Well-being meals for families
    - Supporting students and families' well-being via Afternoon Chats with our Chaplain.
  - Year 6 Fun Day
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## Student Satisfaction

Using a data-informed approach to feedback, our students were given opportunities to share their thoughts and evaluate their learning environment. The school conducted the annual School Satisfaction Survey. These results are accumulated then measured against the average results against 53 Sandhurst schools. The results this year reflect a strong and positive school climate at St Mary's. In many areas, our students rated their experiences above the Catholic Education Sandhurst (CESL) average. Notably, students reported high expectations for behaviour and learning, respectful relationships with teachers, and a strong sense of being accepted for who they are. It was particularly encouraging to see that students feel safe, enjoy their peers. A major highlight is that students reported no incidents of bullying, and we scored double the CESL average in students feeling they can access help when needed. Students also acknowledged the presence of supportive, trusted adults and appreciated opportunities for student leadership.

While the results were very positive overall, a few areas for improvement emerged regarding student voice. In response, the school will prioritise increasing student voice and enhance classroom engagement.

## Student Attendance

Attendance records are kept for all students, with attendance being checked and marked twice daily. Parents/Guardians are asked to notify the school of any non-attendance. Unexplained absences or repeated absences are followed up via direct contact from the school with the respective parent(s) or guardian(s), via SMS and/or phone call. If unanswered, further communication will occur with our Wellbeing Team. An indication of each child's attendance at school is noted on their bi-annual reports each year and discussed during termly Learning Conversations. Attendance is promoted in our fortnightly school newsletters and on posters displayed throughout the school.

In 2025, we are looking at the 'pull to school' and the 'push from home' to encourage students to attend school regularly. Admin and staff continued to engage students in their learning, providing opportunities for them to explore areas of interest and set and achieve personal learning goals. We will continue to work with parents to promote regular attendance and celebrate their success.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	93.5
Y02	
Y03	93.5
Y04	80.3
Y05	79.9
Y06	90.2
Overall average attendance	87.5

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## Leadership

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### Goals & Intended Outcomes

Strengthening the data literacy of staff with appropriate professional development.

### Achievements

In 2024, St Mary's Primary School continued to strengthen its leadership practices with a clear focus on empowering staff, fostering collaboration, and enhancing the educational and spiritual experience for all students. A significant milestone was the completion of the Principal's Formative Appraisal, a reflective process designed to provide feedback on leadership effectiveness and guide future development. This appraisal explored key areas of school life and involved consultation with staff and the school community. The feedback received affirmed the strong leadership in place and provided valuable insights to shape the principal's professional goals and school improvement planning moving forward.

One of our key achievements was ensuring that leadership at all levels is aligned with the school's Catholic Identity and Mission. The school demonstrated a strong commitment to integrating Gospel values into all aspects of school life. These efforts have created a culture where faith, service, and community are central to our identity.

Significant progress was made in Leading Improvement, Innovation, and Change, guided by the School Improvement Plan (SIP) and Annual Action Plan. These documents, developed in response to external review recommendations, helped to ensure strategic alignment in our learning and teaching priorities. Staff were engaged collaboratively throughout the process, and many reported feeling empowered by the clear direction and professional trust given to them. Leadership has focused on enabling staff to lead aspects of school improvement, helping to build leadership capacity within the team.

Professional learning was also a cornerstone of our leadership approach in 2024. Staff were supported to visit other schools, undertake professional reading, participate in evidence-based research projects, and connect with expert practitioners. Through these experiences, our team grew in confidence, skills, and shared understanding, particularly in the areas of data literacy, planning, and literacy instruction. This growth was facilitated by strong internal structures such as Professional Learning Teams (PLTs) and staff-led initiatives, which encouraged shared ownership of the school's vision for improvement.

Looking ahead, St Mary's is committed to deepening a culture of collective responsibility and reflective practice. Feedback from the appraisal process has highlighted the importance of continuing to strengthen collaboration, and support wellbeing for leaders and staff.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2024	
OH&S Training ACER -Using PAT Assessment Data to Improve Practice Data PD - Selena Fisk Book study - Selena Fisk – Data Book Joceyln Seamer - Science of Reading Consultant OXED Assessments Literacy Pro Out of Home Care Training Mandatory Reporting Disability Standards Act and NCCD Professional Learning Attendance Monitoring Regular Religious Education Professional Learning - Planning, Scripture, Assessment, Best Practice Child Safety Officer Training NCCD Moderation	
Number of teachers who participated in PL in 2024	3
Average expenditure per teacher for PL	\$2000.00

**Teacher Satisfaction**

In 2024, St Mary’s Primary School staff continued to report high levels of satisfaction with their workplace. All respondents agreed that the school is a positive, respectful, and orderly place to work, where students support one another and staff enjoy strong collegial relationships. Staff also reported feeling motivated by school leadership, with a noticeable increase in leadership presence in teaching and learning conversations.

Staff unanimously agreed that school leaders are knowledgeable about learning and teaching, which has contributed to a strong culture of professionalism. These results affirm that St Mary's continues to be a supportive environment for both staff and students.

Areas for improvement include the need for clearer communication of the school's teaching and learning vision, and more consistent feedback to teachers.

In response, the school will focus on strengthening instructional coaching, improving clarity around learning goals, and providing regular, constructive feedback to staff. These steps aim to build on our strong culture and ensure all staff continue to feel supported and empowered in their roles.

<b>Teacher Qualifications</b>	
Doctorate	0
Masters	0
Graduate	0
Graduate Certificate	0
Bachelor Degree	2
Advanced Diploma	1
No Qualifications Listed	0

<b>Staff Composition</b>	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	4
Teaching Staff (FTE)	2.6
Non-Teaching Staff (Headcount)	5
Non-Teaching Staff (FTE)	2.56
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

Cultivating communities that build trusting and respectful relationships to enhance the well-being and safety of our school community.

### Achievements

In 2024, St Mary's Primary School made strong progress in building a connected and respectful community through inclusive events, leadership opportunities, strategic communication, and deeper partnerships with local organisations. These efforts have directly supported student wellbeing and helped position St Mary's as a central and valued member of the wider Inglewood community.

A key initiative was the introduction of formal student leadership roles—Leaders of Faith, Community, and Environment. These positions were designed to empower senior students to serve as role models and lead initiatives that align with the values of respect, service, and responsibility. Students applied for these roles through a written process, encouraging a sense of ownership and purpose. Throughout the year, our student leaders have been active in organising events, promoting sustainability, and participating in community outreach projects, helping build a strong culture of student voice and engagement.

Our school also ramped up efforts to share our story through a targeted advertising campaign. In partnership with Catholic Education Sandhurst, we developed a professional video, erected promotional signage at key community locations, and consistently shared school updates via our Facebook page and newsletter. These efforts have significantly raised the profile of the school and helped us attract interest from local and surrounding families, ensuring our message of inclusivity and educational excellence is well known.

Our school chaplain has played an increasingly vital role in strengthening the spiritual and emotional wellbeing of our students, staff and families. The chaplain also supports parent engagement and provides pastoral support, particularly during times of hardship. Importantly, the chaplain has been instrumental in helping families connect with community services and initiatives.

A practical expression of our Catholic values was our ongoing support of the Inglewood Foodbank, where students and families have regularly contributed non-perishable goods.

This initiative not only supported those in need but also helped our students better understand the impact of giving and the importance of compassion.

Our Playgroup was held every Monday morning, which has become a valuable fixture in our weekly rhythm. It offers local families with young children an opportunity to meet, form friendships, and build a relationship with the school in a relaxed, supportive setting. Facilitated by our staff and supported by community partnerships, these sessions provide play-based experiences that support early social, emotional, and language development. Importantly, Playgroup also gives parents and carers an informal space to connect with others and feel a sense of belonging. For many, it is their first step into the life of St Mary's, and we've already seen strong interest from attending families in becoming part of our school community long term.

In 2024, St Mary's continued its partnership with In2Learning, an independent provider offering a high-quality Out of School Hours Care (OSHC) program. Operated from Inglewood Primary School and available to St Mary's families, this service supports working parents by providing a safe, supervised, and engaging environment for students before and after school, as well as during school holidays.

Our Teddy Bear's Picnic further extended this outreach. Held in Term 3, it welcomed children from Inglewood Kindergarten and the wider area for a fun-filled day of stories, songs, and games. This event not only introduced young learners and their families to the St Mary's environment but also showcased our staff's care, creativity, and commitment to early years education. Parents commented that they hadn't previously known much about St Mary's and were impressed by the welcoming atmosphere and quality of interactions on the day.

Our school hosted various family social nights throughout the year, creating opportunities for meaningful dialogue, connection, and engagement between families and the school. St Mary's also made a significant impact through its involvement in local social justice initiatives. Our students participated in a range of activities tied to Catholic Social Teaching, including work with Mini Vinnies, local Op Shops, and the Hostel (nursing homes). We also partnered with organisations such as Land Care and Loddon Health to support environmental and health-related projects in the community.

Additionally, our ongoing involvement in the IDHS Community Garden Workshops has allowed students to engage in hands-on, practical learning experiences outside the classroom. These sessions focus on sustainability, healthy living, and local food systems, helping students develop a deeper understanding of their role in caring for the environment and contributing positively to their community.

Lastly, the school continued to provide a welcoming environment for families and the local

community through events like the Trivia Night. This event, organised by staff, focused on fostering a social experience rather than offering prizes. The event proved to be a great success, with strong community participation and engagement.

Regarding communication, parents are kept updated with events via a variety of platforms. SIMON is our database for parent engagement around attendance and permission forms. We have two Facebook pages, one for the parents of the school and another for the public. Parents are invited to attend the school each day and join in all our celebrations. They are provided with a fortnightly newsletter along with bulk emails for any pressing matters. We encourage our parents and families to be a part of their child's schooling journey, and know they will attend events when they are able to.

For all the parents, care providers, volunteers and local business owners who supported St Mary's, we would like to formally thank and publicly acknowledge the tremendous support we have received from the community of Inglewood/Bridgewater.

## **Parent Satisfaction**

In 2024, parents were asked to complete a school satisfaction survey, which provided valuable insights into our strengths and areas for growth. We are pleased to see very positive feedback in several key areas: high percentages of parents expressed satisfaction with family engagement, school culture and climate, child safety, and the approachability of staff. Respect between students and teachers, student motivation, meeting the learning needs of students, and feedback on child progress were also rated highly by parents, reflecting a strong partnership between home and school.

While parents rated the Catholic Mission highly, there is a lower level of understanding about how this mission underpins our school policies and practices, indicating an area where we can improve communication and deepen awareness.

Areas needing attention include families shared learning experiences with children. Furthermore, 2/3 of parents felt their opinions were valued, suggesting that for a third of our families we need to further strengthen engagement in decision-making.

In response, we will focus on enhancing shared learning opportunities, improving communication methods, and ensuring parents feel their voices are heard. These steps will help us build an even stronger, more connected school community.

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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.ssinglewood.catholic.edu.au](http://www.ssinglewood.catholic.edu.au)