



2025

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

Registration: 379, E Number: E3010

Principal's Attestation

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

Attested on 23 Mar 2026

About this report

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

Governing Authority Report

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

Magnify Sandhurst

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

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

Academic Progress and Achievement

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

System Solidarity and Subsidiarity

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

Know Better, Do Better

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

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

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

Kate Fogarty

Executive Director, Catholic Education Sandhurst Limited

Vision and Mission

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

School Overview

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.

There were 18 students enrolled at the school in 2025.

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.

Principal's Report

As we reflected on 2025, it was a year of steady growth, refinement, and strong community connection at St Mary's. A key focus was our involvement in Magnify Sandhurst, a diocesan-wide initiative across Catholic Education Sandhurst schools aimed at improving learning growth for every child, every day. This work was introduced in response to student data and grounded in strong national and international research. It brought together proven teaching practices, shared curriculum resources, and targeted professional learning to strengthen consistency across Sandhurst schools. Key areas included structured literacy, a knowledge-rich curriculum, positive classroom environments, and instructional coaching for teachers. At St Mary's, this aligned closely with our existing work in the Science of Reading, allowing us to confidently build on what we were already doing well.

Throughout the year, staff continued to deepen their understanding of how students learn best, with a strong focus on structured literacy. Our work with MultiLit and OCHRE became embedded across classrooms, creating a consistent approach from Foundation through to Year 6. This reduced variation in teaching and allowed for a clearer focus on student progress. We were particularly pleased to see this reflected in our data, with all students achieving at least 12 months' growth in literacy and numeracy, and a number exceeding this. External partners also recognised the strength of our approach and the commitment of our staff, providing strong affirmation of the work taking place each day.

A major highlight of the year was the Energy Breakthrough program and our School Feast Day celebrations. The Energy Breakthrough event saw our senior students demonstrate teamwork, problem-solving, and resilience as they represented St Mary's with pride. Equally, our Feast Day was a joyful celebration of our community, with water slides, jumping castles, and zorb balls creating a fun and memorable experience for students and families. These events captured the spirit of our school: active, connected, and full of life.

We also underwent our Victorian Registration and Qualifications Authority (VRQA) review. This rigorous process examined all aspects of school operations, including teaching and learning, student wellbeing, governance, and child safety. Achieving full compliance with no recommendations was an outstanding result, and one our whole community could be proud of. It reflected the care, professionalism, and high standards that underpin our school.

Catholic Education Sandhurst Ltd. held their own review process, as St Mary's participated in a Pulse Check, which included classroom visits and discussions with staff and students. The feedback was very positive, particularly in relation to how Magnify had been implemented across the school. It also helped guide our next steps, with a continued focus on strengthening enrolments and sharing the story of St Mary's more broadly. Our presence at

community events and partnerships with local organisations played an important role in this work.

Strengthening our connection with the parish was also a priority in 2025. Working alongside our parish priest, Fr Stephen, we created more opportunities for students to be involved in numerous liturgies and Masses. Events such as our joint Sunday Mass, Father's Day celebration, Feast Day, and End-of-Year Mass brought together families, parishioners, and students in meaningful ways, strengthening our shared sense of identity and belonging. Beyond the classroom, students embraced a wide range of opportunities. Highlights included the Gen Bryant concerts, our excursion to Kooyoora, and involvement in various community events such as Inglewood Alive. These experiences played an important role in building confidence, teamwork, and connection.

I sincerely thank our staff, families and students, along with the Inglewood and Bridgewater communities, for their ongoing support and commitment. The progress made throughout 2025 was a shared achievement. As we look ahead to 2026, we remain focused on providing a welcoming, supportive environment where every child is known, valued, and able to thrive.

Catholic Identity and Mission

Goals & Intended Outcomes

Strengthen the relationship between the school and parish by actively engaging staff and students in Liturgical celebrations and welcoming parish members into school celebrations.

Achievements

In 2025, the Catholic Identity of St Mary's continued to be a visible and lived part of daily school life, grounded in faith, service, and strong community connections. A key expression of this was our involvement in Caritas Australia's Project Compassion. Throughout Term 1 and 2, students actively supported fundraising efforts to assist communities in Australia, Samoa, Vietnam, and the Democratic Republic of the Congo. Our Year 5/6 Faith Leaders played a central role in leading these initiatives, organising fundraisers and encouraging participation across the school. It was pleasing to see students recognise that even small contributions can make a significant difference, fostering a strong sense of empathy and collective responsibility.

Strengthening our partnership with the parish remained a key priority throughout the year. Staff worked closely with our parish priest, Fr Stephen, to plan and deliver meaningful, age-appropriate liturgies and Masses. These celebrations provided regular opportunities for students to actively participate through readings, prayer, and song, helping them to develop confidence and a stronger connection to their faith.

Fr Stephen's visits to classrooms were a particularly valuable addition to our Religious Education program. These sessions allowed students to engage in open dialogue, ask questions, and explore how faith connects to everyday life. This helped make religious learning more authentic and accessible, strengthening the relationship between school and parish.

A highlight of the year was the introduction of semester school-parish Sunday Masses. These gatherings brought together students, families, staff, and parishioners, reinforcing a shared sense of community and purpose. Our inaugural Mass was especially memorable, with students confidently taking on leadership roles and the parish generously hosting a pancake breakfast afterwards. Opportunities such as these strengthened the visible connection between school and parish life.

Staff also participated in a dedicated Spirituality Day, focusing on the Mystics tradition. This

provided valuable time for reflection and renewal, supporting staff to deepen their own faith and, in turn, enrich the spiritual life of the school.

Our celebration of the Feast of the Presentation of Mary was another significant moment in the school calendar. The day began with a whole-school Mass, followed by Grandparents Day celebrations, recognising the important role of family in our community. The inclusion of playgroup and kindergarten children, along with activities such as water slides and zorb balls, created a joyful and inclusive atmosphere that reflected both our faith and community spirit. Father's Day was also celebrated in a meaningful way, beginning with a community breakfast and followed by a student-led liturgy. It was wonderful to see so many families attend and share in this special occasion. The day concluded with a hands-on excursion to The Fat Butchers, where students engaged in a practical learning experience that was both enjoyable and memorable.

Across all of these experiences, St Mary's continued to foster a strong sense of faith, service, and belonging, ensuring that our Catholic identity remains at the heart of all we do.

Value Added

Revised Sacramental Program introduced for Years 3–6:

Strengthened family and student engagement in faith formation.

Promoted wider community involvement with external enquiries.

Included Mass, shared meal, and faith formation sessions.

Supported staff accreditation and strengthened spiritual leadership.

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:

The 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.

Increased student involvement in Masses and liturgies (readings, prayer, music, leadership roles)

Introduction of termly school-parish Sunday Masses, strengthening community connection

Classroom visits from Fr Stephen supporting real-life connections to faith and Religious Education

Grandparents Day is linked to faith celebrations, strengthening family and community connections

Father's Day Liturgy and Breakfast fostering community, gratitude, and shared faith experiences.

Staff Spirituality Day focused on the Mystics tradition, supporting staff faith formation

Learning and Teaching

Goals & Intended Outcomes

To enhance Teaching and Learning by using data-informed practice to implement a low-variance, knowledge-rich curriculum in Literacy, Mathematics and Religion, ensuring learning experiences are deliberately planned to provide appropriate challenge and are regularly monitored for impact.

Achievements

In 2025, our focus on strengthening teaching and learning at St Mary's remained firmly grounded in our goal of using data-informed practice to deliver a consistent, knowledge-rich curriculum across Literacy, Mathematics, and Religion. This was supported by a CESL system wide Magnify initiative which continued our existing commitment to using evidence-based approaches and targeted support for both students and staff.

A valuable addition to our support structures this year was our partnership with our speech pathologist. Through termly visits, she worked closely with staff to assess student needs and develop targeted strategies to support speech, language, and communication. This collaboration ensured that adjustments were practical and embedded within classroom practice, enabling teachers to better support students requiring additional assistance. As a result, we have continued to strengthen an inclusive learning environment where all students are supported to access learning and experience success.

Our commitment to evidence-based practice was further strengthened through ongoing professional learning in the Science of Learning. Staff engaged in professional development with neuroscientist, Dr Jarod Cooney Horvath, focusing on how students learn, retain, and apply knowledge. A key takeaway was the importance of retrieval practice—regularly revisiting learned material to strengthen memory and understanding. Teachers have continued to embed these strategies into daily practice through questioning, review tasks, and clear lesson structures. This has been supported by consistent classroom routines, ensuring students can focus more effectively on their learning.

Our partnership with MultiLit also continued to strengthen throughout the year. A recent review visit from the MultiLit team provided strong validation of the work taking place across the school. The panel highlighted the consistency of classroom practice, the quality of

instruction, and the strong commitment of staff to improving literacy outcomes. They also acknowledged the positive learning culture we have established, where evidence-based teaching is embedded and valued. The feedback provided both affirmation and direction, supporting us to continue refining our practice.

We also sought to extend our work beyond the classroom by engaging families in understanding how students learn. Workshops linked to the work of Dr Jared Cooney Horvath were offered to support parents in understanding the impact of factors such as attention, stress, and technology on learning. While attendance was initially low, this remains an area we will continue to build on as we strengthen partnerships between home and school.

Overall, 2025 saw continued growth in our teaching and learning practices, underpinned by a clear focus on consistency, evidence, and student progress.

Student Learning Outcomes

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.

Our approach to data continues to prioritise individual student growth, particularly given our cohort size. Analysis of NAPLAN data over a two-year period showed that all students in the Year 5 cohort achieved expected growth, with several exceeding this benchmark. Importantly, our whole-school goal of at least 12 months of growth for every student in literacy and numeracy was achieved, reflecting the consistency and effectiveness of our teaching practices.

As part of our assessment approach, we opted into the NAPLAN Science and Civics & Citizenship assessments. While these results are not formally reported, they provided valuable insight into student learning. We were pleased to see our students perform at the national average in Civics and Citizenship, with all students achieving above the national average in Science—an excellent result that reflects both student engagement and the strength of our teaching programs.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	*	*	*	*
	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 2025 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

To enhance student wellbeing by embedding calm classroom environments and predictable routines that support regulation and a sense of belonging.

Achievements

In 2025, student wellbeing remained a central priority at St Mary's, guided by our goal of creating calm, predictable classroom environments that support student regulation and a strong sense of belonging. Throughout the year, we continued to build a consistent, whole-school approach to wellbeing, ensuring that students felt safe, supported, and ready to learn. A key focus was our involvement in the Mental Health in Primary Schools (MHiPS) initiative. Staff undertook targeted professional learning to strengthen their understanding of student mental health and wellbeing, with a particular emphasis on early intervention and proactive support. This training supported staff to develop practical strategies that could be embedded into everyday classroom practice. As a result, we began to see greater consistency in how wellbeing is supported across the school, with a clear focus on prevention, early identification, and responsive support.

Complementing this work, The Resilience Project was fully implemented across all classrooms. This program focuses on building gratitude, empathy, and mindfulness which are key skills that support students in managing challenges and developing positive relationships. These practices became part of daily classroom routines, helping to establish calm and predictable environments where students felt secure and ready to engage in learning. The program also provided opportunities for families to engage with wellbeing strategies at home, strengthening the connection between school and home.

Our school Chaplain continued to play an important role in supporting student wellbeing. Working closely with new students and their families, the Chaplain helped ensure a smooth transition into school life, fostering a strong sense of belonging from the outset. In addition, the Chaplain worked alongside staff to support students requiring additional emotional or social support, and contributed to the development of targeted wellbeing programs. This support has been particularly valuable in maintaining a positive and inclusive school culture.

Student voice and leadership were also strengthened in 2025 through dedicated leadership roles, including Leader of Faith, Leader of Community, and Leader of Environment. Students were required to apply for these positions, encouraging reflection, responsibility, and active

participation in school life. These roles provided meaningful opportunities for students to contribute to their school community and promoted a strong sense of ownership and pride. Across the school, a continued emphasis on consistent routines and clear expectations supported students in developing confidence and independence. Classrooms were structured to reduce uncertainty and promote engagement, allowing students to focus on their learning while feeling supported and secure. This consistency has been a key factor in strengthening both wellbeing and learning outcomes.

Looking ahead, we are excited to continue our involvement in the MHiPS initiative, with the introduction of a funded 0.4 Wellbeing Coordinator position in 2026. This will further strengthen our capacity to deliver targeted, sustainable wellbeing supports and ensure that student wellbeing remains a core focus of our school.

Overall, 2025 saw significant progress in embedding a whole-school approach to wellbeing, ensuring that every student at St Mary's is supported to feel connected, confident, and ready to thrive.

Value Added

Implementation of The Resilience Project across all classrooms, embedding gratitude, empathy, and mindfulness into daily practice

Staff professional learning through the MHiPS initiative, strengthening capacity to support student mental health

Increased consistency in classroom routines and expectations, supporting student regulation and engagement

Active role of School Chaplain in supporting student transition, wellbeing, and family connections

Introduction of student leadership roles (Faith, Community, Environment), strengthening student voice and agency

Development of a whole-school, proactive approach to wellbeing with a focus on early intervention

Strengthened home-school partnerships through wellbeing strategies shared with families

Preparation for 2026 MHiPS funding, including the establishment of a 0.4 Wellbeing Coordinator role.

Swimming & Gymnastics program, AFL, Basketball and Hockey clinics

School Feast Day

Grades 3 & 4 Camp to Camp Week away

Grades 5 & 6 Camp to Doxa Melbourne Camp

Attendance Promotion

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

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 51 Sandhurst schools. Student satisfaction results in 2025 reflected strong progress in key areas of wellbeing, relationships, and belonging. Students reported improved teacher–student relationships, with many indicating they felt known, supported, and comfortable with their teachers, alongside a significant increase in overall school belonging and kindness amongst peers. Positive perceptions of school climate were evident, with high levels of energy across the school and strong enthusiasm for teaching noted. Students also demonstrated confidence in their learning capabilities, with learning disposition results sitting above Catholic Education Sandhurst school averages in many areas. While learning resilience presented an opportunity for further growth, students felt safer at school. Catholic Identity remained a strength, with prayer, Mass, and respectful discussion of beliefs strongly embedded in student experiences.

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.

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.

Average Student Attendance Rate by Year Level	
Y01	93.53
Y02	
Y03	93.53
Y04	80.29
Y05	79.88
Y06	90.23
Overall average attendance	87.49

Leadership

Goals & Intended Outcomes

To oversee and implement CESL Magnify initiatives with fidelity, embedding consistent, low-variance, knowledge-rich curriculum using evidence-based Teaching and Learning best practices.

Achievements

Throughout 2025, leadership at St Mary's has remained firmly focused on the effective and consistent implementation of the Magnify Sandhurst initiative. This work has centred on strengthening whole-school alignment in teaching and learning, ensuring that every classroom reflects evidence-based best practice and delivers high-quality, knowledge-rich instruction.

A key strength of our approach has been the strong alignment between Magnify and our existing commitment to the Science of Reading. This foundation enabled a smooth and purposeful transition into Magnify priorities, particularly in structured literacy and explicit teaching practices. Staff have demonstrated confidence in embedding these approaches, supported by clear expectations, shared understanding, and access to high-quality curriculum resources. Our partnership with MultiLit has further strengthened literacy instruction, ensuring it is systematic, explicit, and responsive to student needs.

Leadership has prioritised professional learning as a driver of improvement. Staff have engaged in targeted development focused on structured literacy, explicit instruction, and curriculum consistency. This has been supported through coaching, observation, and feedback processes, strengthening instructional practice and reducing variability across classrooms. The focus on low-variance teaching has ensured that all students experience a consistent and high standard of learning.

2025 also marked the final year of our Annual Improvement Plan, developed following our NSIT review in 2023. Reflecting on this cycle, we are extremely proud of the significant growth and progress achieved across the school. The deliberate and strategic focus on evidence-based teaching, curriculum alignment, and student outcomes has resulted in measurable improvement and a strong foundation for sustained success. This work has not only strengthened classroom practice but has also built a shared understanding and collective efficacy among staff.

A significant milestone this year was our successful Victorian Registration and Qualifications Authority (VRQA) review. St Mary's achieved 100% compliance across all required

standards, with all documentation and processes meeting expectations and no recommendations for further action. This outcome reflects the strength of leadership, governance, and school-wide practices, and provides strong assurance to our community.

The CESL Pulse Check process also offered valuable external validation, highlighting the strength of Magnify implementation and affirming our clear and consistent approach to teaching and learning. It also supported us in identifying future areas of focus, including enrolment growth and continued refinement of instructional practices.

Importantly, leadership in 2025 has remained mindful of staff wellbeing and sustainability. Efforts to streamline planning, utilise shared resources, and reduce workload have enabled staff to focus on high-impact teaching while maintaining a positive professional culture.

Looking ahead to 2026, we are committed to further strengthening our leadership structures. The appointment of a Teaching and Learning Leader will play a key role in supporting the continued implementation of Magnify initiatives, building staff capacity, and ensuring consistency in classroom practice.

Through a clear, aligned, and evidence-based approach, St Mary’s is well positioned to continue delivering strong outcomes for all students, ensuring every child benefits from high-quality teaching every day.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2025
<p>In 2025, staff engaged in a wide range of professional learning aligned with Catholic Education Sandhurst Lt.d. (CESL) priorities and the school improvement agenda. Additional student-free days supported the rollout of the Magnify project, Catholic Identity formation, and evidence-based teaching practices. Remaining professional learning days were strategically determined by the Principal to strengthen teaching, learning, wellbeing, and compliance across the school.</p> <p>(MultiLit) Initial Lit (Foundation–Year 3): Evidence-based early literacy programme supporting phonics, reading accuracy, and fluency in the early years.</p> <p>OCHRE (Literacy 3–6, Mathematics & Science F–6): Structured teaching approach focused on explicit instruction and curriculum alignment.</p> <p>Knowledge Society – Classroom Mastery: Whole-school behaviour curriculum supporting consistent expectations and positive learning environments.</p>

Expenditure And Teacher Participation in Professional Learning

StepLab Instructional Coaching: Coaching framework supporting teacher growth through feedback, observation, and reflective practice.

MiniLit Intervention: Targeted literacy intervention supporting early readers requiring additional phonics and reading support.

MacqLit Intervention: Structured literacy intervention supporting older students with reading and comprehension difficulties.

The Resilience Project: Wellbeing programme teaching students skills in gratitude, empathy, and emotional regulation.

Health and Safety Training: Training to ensure safe practices and compliance with workplace safety requirements.

Out of Home Care Training: Training to support students in care using trauma.informed and inclusive practices.

Mandatory Reporting: Training to ensure staff understand child safety responsibilities and legal obligations.

Disability Standards Act and NCCD: Professional learning supporting inclusive education and appropriate learning adjustments.

Religious Education Professional Learning: Ongoing learning focused on RE planning, scripture, assessment, and pedagogy.

Child Safety Officer Training: Training to support school.based child safety leadership and compliance.

NCCD Moderation: Collaborative moderation to ensure consistency and accuracy in NCCD data collection.

Science of Learning – Literacy: Professional learning focused on how students learn to read using cognitive science.

Jarrod Cooney Horvath – How We Learn: Neuroscience.based insights into effective teaching and learning strategies.

DIBELS Training: Training in literacy assessment to monitor reading progress and inform instruction.

(MultiLit) Response to Intervention: Framework supporting tiered literacy intervention based on student need.

Excursion Management: Training to ensure excursions are planned safely and meet policy requirements.

WorkSafe Training: Training focused on workplace safety responsibilities and risk management.

Fire Warden Training: Emergency management training to support school safety procedures.

Inquiry Tracker: Tool supporting the tracking and monitoring of student learning and progress.

SpellEx: Evidence.based spelling intervention supporting students with spelling difficulties.

OXEd NELI Screener – Language: Early language screening to identify students requiring oral language support.

Expenditure And Teacher Participation in Professional Learning	
(MultiLit) Initial Write: Structured writing programme supporting early sentence and text construction.	
Number of teachers who participated in PL in 2025	5
Average expenditure per teacher for PL	\$3000.00

Teacher Satisfaction

Staff satisfaction in 2025 showed strong overall growth, with results exceeding the CESL average across all domains. Staff reported high levels of trust in leadership, clarity of roles, and a strong sense of care and support. Confidence in leadership awareness of classroom practice improved noticeably, alongside positive perceptions of school climate, psychological safety, and alignment with the school improvement plan. These results point to a stable and supportive work environment where staff feel valued and informed.

Collaboration and instructional practice were particular strengths, with staff indicating significant improvement in team discussions around lesson planning, instructional practice, and curriculum evaluation. Feedback processes also strengthened, with staff reporting more consistent and purposeful feedback that supports professional growth. Professional learning was viewed as meaningful and relevant, with clear connections to improved classroom practice and whole-school priorities, reinforcing a shared commitment to continuous improvement.

While the results are very encouraging, the data highlights an opportunity to continue strengthening how Catholic Education Sandhurst Ltd. and schools support their staff for the benefit of our students and families. In particular, there is scope to ensure workloads are balanced and that professional learning is thoughtfully paced across the year to support high-quality learning experiences for all. These focus areas provide a clear direction for sustaining momentum and further enhancing staff wellbeing and effectiveness.

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

Staff Composition	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	4
Teaching Staff (FTE)	3.8
Non-Teaching Staff (Headcount)	4
Non-Teaching Staff (FTE)	2.3
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

To enhance partnerships with families and a range of outside agencies to foster a shared responsibility for the learning growth of all.

Achievements

2025 was a year of significant growth in strengthening community partnerships, as St Mary's continuing to build meaningful connections that enrich student learning, wellbeing, and opportunity beyond the classroom. These partnerships have provided authentic, real-world experiences and reinforced the importance of shared responsibility between school, families, and the wider community.

A major highlight has been the establishment of the SportzRulz Bus Partnership, which has seen the community bus stationed onsite under the Brohm's Bus Shelter. This development was a significant equity initiative, ensuring our students have improved access to excursions, sporting events, and learning opportunities that mirror those available to larger regional schools. Links to expanding the possibilities for student participation and engagement in broader learning experiences were evident.

Our partnership with Inglewood District Health Service (IDHS) Community Garden has provided students with valuable hands-on learning in sustainability and food production. Through regular workshops, students have explored the importance of local food systems, environmental stewardship, and practical gardening skills. These experiences continue to deepen their understanding of sustainability in meaningful and engaging ways.

The school's involvement in Inglewood Alive was another strong example of community engagement in action. St Mary's was proudly represented through a highly successful school stall, which sold out of baked potatoes by early afternoon and raised close to \$1000 in profit. Students also confidently shared information about school programs, including the Energy Breakthrough initiative, while a professionally presented display showcased school life. While the event was a great success, it also highlighted the significant staff workload involved, and we will review our model for 2026 to ensure a more sustainable, community-shared approach.

Students also enjoyed a range of enriching excursions and events, including the Bridgewater Melbourne Cup Day, where they participated in fun, inclusive sporting activities alongside other schools, supported by the Loddon Shire. The Sustainability Summit in Bendigo

provided senior students with engaging workshops focused on environmental responsibility, energy use, and catchment management. Similarly, the Kooyoora (Melville Caves) excursion offered a rich outdoor learning experience, connecting students with local ecosystems through guided exploration with the Friends of Kooyoora.

A further highlight was the Diamonds Netball Clinic, where students engaged with elite athletes Kiera Austin and Amy Parmenter at Red Energy Arena. This experience provided inspiration, skill development, and meaningful interaction with strong female sporting role models.

In partnership with CESL, the school has also strengthened its promotion and enrolment strategy, expanding visibility through targeted advertising, digital media, and community-based signage. Our Facebook and website platforms share learning stories and celebrations, while new promotional initiatives and parent testimonial videos further showcase the strengths of our school. We also continue strong connections with local early years settings, including Inglewood Kindergarten, supporting smooth transitions into school.

Finally, the revitalisation of our veggie and sensory garden marks an exciting long-term project supported by a \$7,500 Loddon Healthy Communities grant. With infrastructure including wicking beds, pathways, and a rebuilt chicken coop, this space will provide ongoing opportunities for hands-on learning and community involvement, including future working bees and parent engagement. Collectively, these achievements reflect a strong and growing culture of partnership at St Mary's—one where students benefit from rich, connected learning experiences made possible through collaboration with families, community organisations, and local agencies.

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

Our school uses a range of strategies to gather meaningful feedback and strengthen parent engagement. Parent surveys provide valuable insights into family perspectives, while the Parents and Friends (P&F) group and School Advisory Council offer regular opportunities for consultation and shared decision-making. Termly meetings between families and classroom teachers support ongoing communication about student learning, alongside personalised learning plan meetings for students requiring additional support. We also prioritise building community through invitations to school celebrations and liturgies. Together, these approaches ensure that the parent voice is heard, valued, and actively shapes the life of the school.

Using a variety of feedback avenues, including ORIMA Research and Catholic Education Sandhurst Ltd., the Feedback from our annual School Satisfaction Survey highlights the strong, positive relationships that exist between St Mary's and our families. We are very pleased to report that 100% of families indicated they would recommend our school, a result that reflects the trust and confidence our community has in our work.

Families identified staff as approachable, supportive, and easy to communicate with. Clear and consistent communication was highlighted as a strength, with parents valuing the way the school shares information about learning, events, and student progress. Feedback processes were also seen as effective, with families indicating that they feel well informed and better able to understand their child's learning journey.

Our school culture and climate were recognised as key strengths. Parents noted the respectful relationships between students and teachers, as well as the strong sense of belonging within the school. It was particularly pleasing to see that families feel their children enjoy coming to school, which is a reflection of the positive and supportive learning environment we strive to create each day.

Families also acknowledged the wide range of opportunities to engage with the school, both formally and informally, strengthening the home-school partnership. In addition, feedback indicated confidence in the school's ability to meet the diverse learning needs of students, reinforcing our commitment to providing targeted and supportive teaching practices.

While our Catholic mission was recognised as a strength, feedback also indicated an opportunity to further support participation in shared faith experiences and the effectiveness of digital communication tools to better support student and family engagement. This will be an area of focus moving forward as we continue to strengthen connections between faith, learning, and community. Overall, these results affirm the strong partnerships we share with

our families and provide valuable direction as we continue to grow and improve.

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.ssinglewood.catholic.edu.au