



Melbourne Archdiocese
Catholic Schools

2025

Annual Report to the School Community



St Theresa's School

16 Drummartin Street, ALBION 3020

Principal: Robert Macklin

Web: www.stalbion.catholic.edu.au

Registration: 1499, E Number: E1165

Principal's Attestation

I, Robert Macklin, attest that St Theresa'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 30 Mar 2026

About this report

St Theresa'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

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

OUR VISION

St Theresa's Albion, a school that welcomes families into an inspiring Catholic community dedicated to excellence in education and social justice.

OUR MISSION

Each person is created in the image of God and called to communion with God. Therefore, all human life is sacred and every human being has an innate dignity. This understanding of the human person and that the children in our care are central to all that we do is at the heart of the values that underpin Catholic education at St Theresa's School. St Theresa's Catholic School's mission therefore is:

To witness Jesus Christ in a learning community dedicated to the formation of the human person enabling them to reach their full potential

To integrate Faith, Culture & Life by teaching and celebrating the Catholic faith and traditions enabling us to live the Gospel values as presented in Catholic Social Teaching.

To develop life-long learners by providing an excellent inclusive, comprehensive, contemporary and holistic education that caters for spiritual, social, emotional, intellectual and physical development

To share the responsibility for all children in the school and to work in partnership with the home

To act with integrity, respect, authenticity, presence and responsibility, acknowledging the richness and diversity of each other, and to live harmoniously, equitably, justly and sustainably for the common good

To provide a safe, stimulating, happy and caring environment that protects children and promotes their health, development and wellbeing

School Overview

St. Theresa's is a Primary School in the Western suburb of Melbourne. St. Theresa's School is owned and operated by Melbourne Archdiocesan Catholic Schools (MACS) and is part of the parish of St. Theresa's, Albion which has three churches and two schools. The school is a small school blessed with 235 students. It was built in 1950 and officially opened by Archbishop Mannix in August 1951. The school is named after St. Therese of Lisieux (The Little Flower).

At the end of the 2025 school year St Theresa's had 9 classes with 31 nationalities represented. The diversity of the different cultures represented in the school continues to provide great opportunities for the community to share the richness of many varied views and beliefs with each other.

The partnership between the school and every family that makes up our community is a priority at St. Theresa's. Ensuring that each child has every opportunity to achieve the best educational outcomes possible is a commitment evident in both the staff and parent community. We strive to ensure that every child is supported as they develop socially, spiritually, emotionally, physically and academically.

School improvement is continuing to drive our work at St. Theresa's informed by the MACS Vision for Instruction, Vision for Engagement and Vision for Leadership. Our Annual Action Plan clearly prioritises improvement of our Learning & Teaching and Performance & Development Culture with our aim of improving student outcomes. The goals and strategies identified in this plan are clear and identify a pathway to staff improvement leading to better learning opportunities and outcomes for the students based on accurate data collection, analysis and future action planning.

Wellbeing also remains a strong focus within the school. An emphasis on strengthening peer relationships and social interactions for the students, establishes an environment where all are respected and encouraged in their endeavours. This respect and tolerance for the rights and needs of others fosters the great community feeling that permeates the school.

St. Theresa's continues to be a community that is focused, supportive and a great place to be. We are grateful for the achievements of staff and parents who work so closely to make this a special place to be.

Principal's Report

2025 was another exciting year at St Theresa's and we are very proud of our Learning Culture, our student outcomes and the faith filled spirit of community that exists.

I want to thank our staff who are very dedicated and hard-working and who have a deep commitment to the school and its students for the amazing work that they do to continue to provide the best educational experience for our students as possible. Their agility and responsiveness to rapidly changing scenarios is amazing.

I wish to thank all the parents who supported the staff throughout the year.

I wish to congratulate the students for their remarkable efforts with their own learning and the resilience that they were able to draw upon to continue to progress with their learning.

2025 has been a significant year for our school with the school's involvement with our Regional response *Flourishing Learners West*.

I wish to thank the members of our School Advisory Council for their work and support.

We have continued to embed a Performance and Development Culture in line with AITSL standards.

We expanded our focus on explicit teaching and established our Instructional model based on research around the Science of Learning . Teir Two and Three targeted interventions were strengthened and a strong focus was on personalised and differentiated learning and teaching, clearer and more focused curriculum planning based on evidence and more rigorous regimes of accountability.

Our Religious Education Leader, Frank Stosic, must be thanked for his tireless efforts organizing and leading our RE Program this year. His support and guidance for the teachers who were preparing their students to receive Sacraments was very much appreciated by the whole community,.

The Learning & Teaching programs at the school have been well led by John Kremers who continue to challenge the teachers to achieve the best learning outcomes for our students. Final Literacy and Numeracy assessment results have been very pleasing as were the school's NAPLAN results.

Student Safety and Wellbeing is always a major focus for our school. The school has participated in a number of special wellbeing days and programs. Student safety is a priority at our school I wish to thank our Deputy Principal Mrs Marie Gamwell for leading the Student Safety and Wellbeing sphere of our school.

Closely linked to Student Wellbeing is Learning Diversity. Students with special needs at our school have individual learning plans and often need special allied health support such as speech therapists. The work to successfully coordinate this job requires a lot of effort and time. Kathryn Pulis is our Learning Diversity Leader and so our thanks go to her.

Family School Partnerships continues to be integral to St Theresa's. I would like to thank Greg Woolford for all of the great work he does for St Theresa's.

I wish to thank our Administrative staff for their outstanding efforts.

A great deal of work and consideration has been put into planning and organisational structures for 2025. Our financial position is sound.

I'd like to thank the School Leadership Team, Marie Gamwell, John Kremers, Jackie O'Connor-,Croydon, Mary Madden, Frank Stosic and Kathryn Pulis for their outstanding work for our school.

Finally I wish to thank our Parish Priest, Fr. Dixon George for his leadership, hard work and for his ongoing encouragement and support of all we do at the school.

Catholic Identity and Mission

Goals & Intended Outcomes

In 2025, our overarching goal was to strengthen the Catholic Identity within the school.

Our supporting goals included:

Developing the capacity of all staff to implement the Pedagogy of Encounter, the RE curriculum, and to assess all students against the RE standards.

Engaging all community members in designing and participating in opportunities to celebrate our faith.

Making more explicit links between social justice activities and Catholic Social Teaching (CST).

Intended Outcomes

Unpack the RE standards to gain deeper P–6 understanding.

Make explicit connections to CST through planners.

Build Scope and Sequence awareness of CST through assemblies, displays, and class visits.

Involve and include LSOs in faith formation opportunities.

Provide 5–10 hours of RE professional development for staff.

Continue partnerships with Mother of God School.

Continue to develop awareness of other faiths represented in our school community.

Embed daily prayer and Mass responses.

Align the planning of Masses and liturgies with additional planning time.

Achievements

This year saw a continued commitment to strengthening the Catholic Identity of our school. Though the intended outcomes for 2025 were extensive in number and wide ranging, a strong focus on achieving the many of the intended outcomes contributed to significant growth across the Education in Faith sphere.

The year began with a combined staff Mass with Mother of God School, hosted by St Theresa's, reaffirming our ongoing partnership and the strengthening relationship between the two schools. Throughout the year, this partnership continued to develop, and new opportunities for shared faith learning were introduced.

In early Term 1, we celebrated the Beginning of the School Year Mass during Bishop Martin's pastoral visit. The celebration, centred on the Year of Jubilee, was deeply reverent and marked the welcome return of altar servers after a 10-year absence. The newly formed St Theresa's School Choir also participated, contributing to one of the most memorable liturgical celebrations of the year.

During Lent, each year level explored the significance and purpose of the season. Weekly Lenten liturgies, led by specific classes, focussed on prayer, fasting, and almsgiving. This provided meaningful opportunities for all students to reflect on the importance of Lent in their own lives.

In Term 2, twenty-eight Year 3 students received the Sacrament of Reconciliation for the first time. All Year 3 students engaged in the sacramental program, with baptized Catholic students receiving the sacrament. The cohort also participated in a 'Peace Day'—a reflective day exploring forgiveness, scripture, and what reconciliation looks like in everyday life. Fr Dixon supported the children by spending time with them in preparation. As with all sacraments, the children created "Please Pray for Me" cards for parishioners and staff, strengthening parish–school connections.

The Sacrament of Confirmation was celebrated jointly with Mother of God students, further demonstrating our growing collaborative relationship. Year 6 students completed a variety of formation activities in preparation. The Confirmation family evening, facilitated by Frank Stosic (REL – St Theresa's), Assunta Iacovino (Principal – Mother of God), and teachers Aaron Carey and Sandra Dabbous, was well attended by candidates, parents, and sponsors. Students also enjoyed meeting Bishop Martin Ashe at Mother of God School. A reflection day at the Mary MacKillop Heritage Centre followed by Mass at St Patrick's Cathedral provided a rich spiritual experience. The Confirmation Mass at Mother of God Church was prayerful and reverent.

In Term 3, twenty-eight Year 3 students celebrated their First Holy Communion. All Year 3 students participated in the sacramental preparation program, with Fr Dixon supporting them through classroom visits and offering Reconciliation. The First Communion Mass continues to be held outside the Sunday schedule due to high participant numbers; this year, the time was adjusted to 12:30 pm to accommodate parish and school needs. Importantly, the timing of First Communion has been discussed with the REL and Fr Dixon after feeling that many of the children in Year 3 struggled to fully understand the significance and engage in the Sacrament of First Communion. The sacrament will therefore be made available to Year 4 students starting in 2027.

Classes continued to attend Friday parish Masses on a rostered basis. Teachers selected themes aligning with classroom learning or the liturgical calendar. A pro-forma is provided to support planning, and teachers

were assisted by the REL to ensure Masses met liturgical guidelines. These Parish Masses offer students valuable opportunities to practise communal prayer, demonstrate reverence, experience church traditions, and connect with parishioners.

Throughout the year, teachers invited Fr Dixon into classrooms to support preparation for year-level Masses, helping students explore Mass themes and understand key elements of the liturgy.

This year, the next phase of the RE Curriculum Scope and Sequence (Year B) was developed to ensure comprehensive curriculum coverage. A more structured approach to RE planning was refined and supported through Professional Learning Team sessions each term, where teachers prepared future learning collaboratively with the REL. The Religion Curriculum Planner was adjusted to increase clarity and ease of use. Staff continued to receive professional learning opportunities contributing to their RE accreditation. A whole-school Professional Learning Day at the Catholic Leadership Centre, facilitated by Fr Elio Capra, focussed on the qualities of a Catholic school and ways to strengthen Catholic identity at St Theresa's. The day was very well received. One key outcome was the introduction of the "Gospel Challenge" newsletter item, encouraging families to reflect on weekly Gospel messages. We aim to formalise this practice further and involve classes in contributing Gospel reflections based on their learning.

The purchasing of an online subscription from ICON Ministry was useful in providing professional learning to staff using an online format. The topics covered this year included First Communion and Knowing Mary.

Our partnership with Mother of God School continued to deepen, with regular meetings between principals, RELs, and Fr Dixon. Synchronising school liturgical events and sharing ideas and resources has proven highly beneficial. A combined feast day celebration at Mother of God, marking the 100th anniversary of the canonisation of St Thérèse of Lisieux,

was a highlight. Two rose bushes were purchased, and special planting ceremonies were held at both schools, accompanied by a commemorative plaque at St Theresa's.

The introduction of Student Faith Leaders, alongside the ongoing Social Justice Team, has been a great success. These students have led liturgies, promoted feast days and social justice initiatives, and engaged with parish leaders to support local families in need. Their dedication - often giving up their own break times - demonstrated genuine commitment. In 2026, they will be joined by two Parent Faith Leaders who will further support the school's Catholic identity and sacramental program.

Family Involvement

Family participation remains central to strengthening connections between home, school, and parish. Families contributed through:

completing home activities related to sacramental preparation

Participation in sacramental family evenings

Father's Day and Mother's Day Masses

reading scripture and Prayers of the Faithful during Mass

Faith and Inclusion

At St Theresa's we celebrate our Catholic identity while valuing the diverse faith traditions represented within our community. All students are included in Religious Education and sacramental programs in ways that respect their backgrounds. Students are encouraged to share their own faith traditions and prayer practices, offering opportunities to compare, contrast, and grow in mutual understanding.

We continue to display information and student learning related to Easter, Christmas, saints, prayers, and sacramental celebrations. The main hall displays change regularly to reflect liturgical seasons, feast days and sacrament focusses and aim to promote and engage students in the Catholic identity of the school. Prayer and liturgies have remained creative, inclusive, and reverent, with a strong focus on building confidence in Mass participation and responses.

Overall, 2025 has been a year of consolidation, growth, and refinement across the Education in Faith sphere. I look forward to continuing in the role of Religious Education Leader at St Theresa's and working alongside Fr Dixon, the principals of St Theresa's and Mother of God, and our families to ensure the Catholic mission of our school remains strong, visible, and life-giving for all.

Value Added

The ongoing commitment of the St Theresa staff to guide and instruct the children in the Catholic Faith is one of the most valuable aspects of our school.

Inclusion of parents contributing to the sacramental events:

- introducing the sacramental children to the wider community at mass
- completing home tasks as a family group from the activity bags relating to each sacrament
- reading one of the scripture readings at masses
- reading and or writing Prayers of the Faithful
- completing tasks at home with their children
- designing and making banners, candles, etc for sacrament days

The staff use mass proforma sheets to record information for the Friday mass services and other important masses. They have been continued to be provided with opportunities to be up-skilled in planning masses according to the necessary guidelines.

All masses and paraliturgies use the Children's Lectionary to ensure the children can follow the text of the scripture being read.

At St Theresa's, we promote our Catholic Identity, but also respectfully acknowledge the different faiths within our school. We display information relating to Easter, Christmas, saints, prayers, religious work from classrooms, sacramental events. etc. And alongside of these we have displays about Lunar New Year and Diwali that parents volunteer to put up. We

acknowledge Eid al-Fitr and Orthodox festivities, customs and special days. We share information about our Catholic beliefs and encourage our non-Catholic students to talk about their beliefs and prayer habits. We then compare and contrast them with what we in a Catholic school believe.

The staff and families at St Theresa respond to the needs of others and give generously when called upon. The Social Justice actions of the Common Good & Dignity of the Human Person, is something that continues to be evident at St Theresa's.

Prayer times and paraliturgies are becoming more creative and prayerful. Staff re-engaging in prayer time has also been a positive development. When staff are rostered to do the Staff Meeting or Assembly Prayer, it is obvious that they have put a lot of thought into, to ensure it is liturgically relevant or connected with current events in our lives or is an important issue for them.

Learning and Teaching

Goals & Intended Outcomes

Learning and Teaching 2025

MACS Walk-Thrus, PD with Breakspear, Instructional Model, Maths PD

Goals & Intended Outcomes

Student Focus: Develop individual children's knowledge, skills and dispositions (voice & agency) to confidently engage in their learning.

Staff Focus: Alignment of pedagogical practices and strengthening differentiation

2025 Strategic Intent: We intend to continue to further develop excellence in Curriculum and Learning & Teaching by strengthening the alignment of pedagogical practices and continuing with an explicit focus on differentiation in all learning areas. We will endeavour to develop further engaged, assessment capable students i.e. students who understand their learning, know their learning target, monitor progress and reflect on their learning giving them voice and agency.

Goals and Intended Outcomes

To continue developing students as visible learners

To create an Instructional model of teaching for St Theresa's school

By the end of 2025 Grade One students will increase their comprehension knowledge by meeting or exceeding the and DIBELS ORF norms.

By the end of 2025 students in Grades 3/4 will increase their spelling results meeting or exceeding DIBELS, PhOrMeS and Word Origins testing norms.

By the end of 2025, Grade 2 students will increase the percentage of those meeting or exceeding the benchmark standard in Missing Number and computation fluency

Pre- Amble-

MACS led our leadership team through a School Improvement Network. Throughout 2025 we attended meetings to further plan and enhance our Annual Action Plan goals. We were provided with professional development in pedagogy, process and practice strategies.

Our school improvement goals are listed below....

Achievements

Achievements

In 2025, research continued to be a focus for our learning. The schools Research Lead continued to supplement and resource staff via PLTs and staff meetings. Retrieval practice and cognitive load were two further areas of professional development. Staff focussed on these areas and looked at practices that complement the research in these two areas. Many consistent approaches have been incorporated in P-6 to support the areas of the Science of Learning.

Walk-thrus: In 2025 Explicit Instruction was a focus for teachers. Explicit instruction scaffolds the learner to ensure that cognitive overload does not occur. The teaching approach of I do-We do -You do, assists the students in their learning helping them learn because it suits how the brain processes, stores, and retrieves information. The general outline of a lesson guided by the principles of explicit instruction have the following teaching functions: (1) review, during which relevant previous learning is reviewed; (2) presentation, where lesson goals and important vocabulary is introduced with modelling procedures; (3) guided practice, during which students practice the skills they have been taught with timely feedback from a more proficient person; and (4) independent practice, where students practice learned skills on their own until the skills are automatic (Archer & Hughes, 2011).

Teachers then adjust instructions to meet learning needs, and support students to progress towards their learning goals. The 'cold calling' of students assisted with positive student engagement in lessons.

Student agency and voice were also areas of focus for 2025. Staff were provided with staff meetings where we looked at student and staff responses to Student Voice at our school. This year, one example of effective practice was administering a survey before each inquiry unit to help teachers gauge students' prior knowledge and inform planning. This process will continue to be further developed in 2026.

Numerous programs and strategies were in place to support all students for improvement of their learning outcomes. These programs include:

Number intervention, Learning Enhancement Teachers (P - 6), School Counselor, Mental Health in Schools co-ordinator and Family School Partnerships Convenor. All of these programs and strategies contributed to the positive impact on student learning outcomes in 2025.

Student data is collected and arranged in a range of different ways depending on the nature of the data collected and the purpose for analysis. Much emphasis has been placed on formative assessments, practices and strategies. Staff have had numerous PLT meetings on ways to improve their teaching in this area with a focus question 'How do you check students' understanding during a teaching session?' Students participated in many strategies to show their understanding (e.g. answers on mini whiteboards).

The three year Inquiry Units Cycle was audited and updated to ensure the units of work reflected the Victorian Curriculum Version 2.0. After analysis minor modifications were made to ensure (where possible) all areas are taught within the relevant timeframes.

In 2025 we began to use Knowledge Rich units from Good to Great Schools to enhance our inquiry units of work. The staff have utilised these with the numerous resources provided within each unit. These units of work have also been incorporated as a link between inquiry and literacy programs to ensure deep and engaged learners.

'Good to Great Schools Australia is a not-for-profit dedicated to improving education outcomes for all Australian students. We build evidence-based curriculum resources, offer online curriculum and professional learning and support school improvement to ensure all schools have effective educators teaching every child. Our gift to schools and teaching professionals is free access to evidence-based curriculum resources, teaching strategies, curriculum and professional learning modules and school improvement tools.'

In 2025 students continued to take part in a variety of incursions and excursions throughout the school year. These experiences compliment either our core knowledge or faith curriculums. Some examples of excursions included visit to:

Parliament House
Treasury Building
Sovereign Hill
Melbourne Museum

These experiences allowed students to develop learning opportunities and actively engage with the curriculum.

Literacy /Numeracy

Major Goal: That differentiation be the key driver for improvement in student outcomes through learning areas.

Students from Prep to Year 6 will demonstrate improved number fluency through consistent, evidence-based instruction and practice.

To ensure consistency in literacy instruction and assessment by documenting clear expectations for the use of UFLI, PhOrMeS and Word Origins in Years 3–6, and implementing a set schedule for DIBELS assessments across all P–6 classes three times per year.

Literacy and Numeracy Intended Outcomes

To align scope and sequence with Ochre resources with Victorian Mathematics curriculum V2.0

To document non negotiable strategies in Literacy and Numeracy in 2025 (instructional model)

Aligned mathematics teaching units with Ochre scope and sequence

Began to edit Mathematics Ochre slides to best suit the needs of our students

Implemented maths sprints to increase students mathematical fluency

To develop / adopt a Literacy Scope and Sequence P-6 with high coherence.

Increase teacher knowledge to enhance student learning, using progress monitoring data to inform and refine teaching practices.

Low-variance instruction across P–2 classes through consistent implementation of the UFLI phonics program.

Introduction and consistent use of a spelling program across Years 3–6.

Enhanced understanding and effective auditing and editing of Ochre literacy units and slides to meet the specific learning needs of students.

Improved student writing skills through structured sentence construction and explicit teaching of various writing genres.

To strengthen teacher and student understanding of grammar through the effective use of Ochre resources to support explicit instruction.

Achievements

In 2025 Learning and Teaching we continued the whole school implementation of Classroom Mastery, focusing on lining up and 'call to attention'. We began implementing MACS Walk-Thrus to support student learning and engagement.

In 2025 Literacy & Numeracy

Implemented and assessed mathematics learning in line with the new Victorian Curriculum, and provided teachers with opportunities to engage and analyse the updated English curriculum.

Teachers participated in professional learning on the Word Origins spelling program, which was successfully trialled this year and will be implemented across Years 3–6 in 2026.

Literacy and Religious Education Leader completed Middle Leaders Program

In school PL for new staff implementing UFLI

4 days Leadership PD on "Vision for Instruction"

Developed a Springboard interface for planning documents to create a consistency throughout the whole school

Class structural changes to allow explicit instruction in Literacy and Mathematics in year level groups

Reviewed literacy planners using MACS and Literacy Lab resources to ensure alignment with best practice.

Edited and created Literacy Daily Reviews to strengthen structured literacy instruction and address student learning needs.

Introduced Walk-Thrus as a book club discussion in staff meetings to promote collaborative professional learning.

Continued using and began editing Ochre Literature Novel Studies (Years 3–6) to support student learning.

Implemented book studies in Prep–Year 2 using Ochre resources to enhance literacy development.

Utilised Jocelyn Seamer resources to support evidence-based literacy instruction.

Introduced a Year 1 Phonics Screener to monitor student progress and inform instruction.

Developed a UFLI assessment tool to effectively measure student knowledge and monitor progress over time.

Maths whole school Professional Development day on "Data Informed Instruction"

Created progress monitoring assessment for fluency in counting P-6

Each year level had access to Learning Enhancement Teachers

Reading Intervention teacher, Maths Intervention teacher and Learning Support Officers P-6. All of these personnel strive daily to make a difference with the students that they work with. Consistent parameters for working with groups of students have been embedded to ensure clarity of purpose. We aim to continue to strengthen literacy and numeracy personnel understandings and best practice in literacy teaching.

Number Intervention is a program that our Maths Leader implements to assist students in

Years P - 4 in either one on one or small group sessions to consolidate basic mathematical understandings. The students' data is discussed twice termly during data hour.

Student Learning Outcomes

To support differentiation and individual student growth, a wide range of assessment tools, including PAT, DIBELS, Learning Framework in Number, UFLI progress monitoring and PVAT, were used to monitor progress and inform teaching. These tools enabled targeted interventions for students requiring additional support, with Learning Enhancement Teachers & Learning Support Officers playing a key role. Support for at-risk students has been effective, with intervention programs and LSO support leading to better learning outcomes for those requiring additional help.

St. Theresa's school is proud of the NAPLAN efforts of everyone in the school community. Our 2025 results have been pleasing across the majority of areas. The majority of areas (Spelling, Grammar & Punctuation, Numeracy, Writing and Reading) at St. Theresa's have displayed a majority of students with above State scores for both Year 3 and 5 students. In most areas we are at or above the 75% proficient. This displays our practices which assist low and high achieving students and affirms our learning and teaching practices that are in place.

At St Theresa's we have a diverse range of learning needs and strengths. We believe all students have the right to learn and it is our commitment to work together with our community to meet all the individual needs that is our strength. We strive to ensure all of our students improve and make growth in a supportive environment. We have a number of specialist staff who work with students needing support and targeted intervention either as a Tier 2 or Tier 3 intervention.

The range of support staff include:

Reading and Number Intervention teachers, Four Learning Enhancement teachers, Mental Health in Primary School teacher, Learning Diversity and Student Wellbeing teachers, Family School Partnership Convenor and School Counsellor all who work together with the Leadership Team and all other staff to support students needing support.

St. Theresa's uses a range of tests to monitor and track student achievement on an annual basis. This information is entered on a school database to keep records of student learning over time. At 'Data time' (weekly planning session-60 minutes) staff analyse this information and adjust support/teaching strategies if required. Standardised, diagnostic and

school designed tests include PAT-M, Pat-R, Naplan, DIBELS, Westwood Maths, LFIN, Essential Assessment are utilised throughout the year.

The student data is managed by the Learning and Teaching Leader. A weekly data focus is noted on our Term Organiser. It is at these meetings that other school Leaders assist staff to set targets for the students for improvement. These are completed via pre-post testing or teachers' own formative assessment strategies. The Learning Diversity Leader works with staff to identify learning needs for NCCD students. These are documented on ILPs for each student and discussed at PSGs with parents.

In 2025 English Online Interview and Maths Online Interview assessments were used for all Prep and Year One students. The results were analysed to gauge further needs of students and to differentiate the learning. Essential Assessment program is used to complete pre and post testing of students for grade 3 -6 students in Numeracy. These assessments inform teachers of student growth over time on the mathematical concept taught. Pat M and R is implemented (Grade 1 - 6) in October/ November each year.

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	412	60%	417	60%
	Year 5	527	73%	519	74%
Numeracy	Year 3	423	77%	426	75%
	Year 5	513	83%	514	81%
Reading	Year 3	419	83%	421	83%
	Year 5	508	80%	511	82%
Spelling	Year 3	427	74%	419	67%
	Year 5	511	77%	515	76%
Writing	Year 3	434	89%	430	91%
	Year 5	520	90%	525	93%

*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

Student Focus : Increase student agency and foster student voice throughout the school and adhere to child safe standards requirements.

Strategic Intent : Recognising that success in improving student outcomes is dependent on student well-being, further efforts will be made to embed Social and Emotional Learning endeavours especially through the use of the PAT SEL/Well-being survey to inform SEL targets and increase student agency and foster student voice throughout the school. The Personal and Social Capabilities identified in the Victorian Curriculum will be incorporated and embedded in our Learning and Teaching endeavours.

Goals & Intended Outcomes

To enable expression of student voice and agency regarding wellbeing

To embed current child safety standards and requirements

To refine and embed the whole school approach to mental health and wellbeing and raise its profile within the school community

To review positive behaviour policy (MACS)

To clarify the roles, responsibilities, referral processes for social emotional/behaviour/mental health.

To strengthen PLP writing as working documents for student learning and NCCD requirements.

Achievements

Achievements

This year saw the consolidation of the Student Wellbeing Team consisting of the Student Wellbeing Leader, the Mental Health in Primary Schools Leader and the Learning Diversity Leader. The team met fortnightly to work through the Referred Student Tracker and took our actions on individual students from that. Our other area of focus was Child Safety which continued to be a priority and the school maintained its commitment to implementing the Child Safety Standards in an exemplary way. A new set of child friendly child safety posters is being created to be shared with the whole school community in 2025.

Updated with our list - not sure if some things are missing...

The goals and intended outcomes were further addressed through the following activities :

Continued use of wellbeing data to inform teaching e.g. PATSEL is administered in March every year, RR Baseline surveys, resilient youth survey

Completion of Student Voice Audit by staff and students and collation of this data including clarity through student focus groups

Developing student voice through the Student Leadership Team

Student leadership team participation in Dynamic Young Citizens program with Brimbank Council

Increased Student Wellbeing profile e.g. new signage and displays around the school (mental health and wellbeing and student voice), communication with families about Wellbeing through Seesaw.

Provision of SEL skills of the month (to match RR units or in response to data/issues evident in the school)

Celebration of Wellbeing days including Bullying No Way and Harmony Day

Building staff knowledge about different learning disabilities

Developing Extreme Behaviour Management Programs

Structures start up weeks to begin the school year to establish wellbeing practices and the supports available, eg. zones of regulation, wellbeing check in forms

Continuing to build staff knowledge of child safe standards

Child friendly child safety posters shared with the whole school community

Updates to esafety resources that support safe online practices

Streamlining the referral procedures through more comprehensive referral systems and clear internal care pathways.

Monitoring of progress along care pathways using the student tracker

Regular monitoring of Referred Student Tracker

Updated version of Student Referral Form

Consistent monitoring of the Critical Incident Report

Structured SEL planning to including use of Respectful Relationships lessons and resources

Attendance at Respectful Relationships cluster meetings with local schools to develop and work through yearly action plans

Updates to Wellbeing check form (student version) to record follow up

Development of our own Friendship Program with Year 5s based on that previously presented by Brimbank Council

Continuing to provide a Mental Health and Wellbeing Blog

Providing mental health and wellbeing support and information for families

Focusing on Staff Wellbeing through dedicated meetings once per term including (PD on mental health basics with a focus on anxiety, trauma, games and staff bonding opportunities, links to supports available for staff, yoga/meditation session, Mental Health First Aid)

Continued access to Mental Health First Aid resources

Continued access to ChildLink

Establishing LSO meetings in Weeks 2 & 7 of every term

Upskilling LSOs, e.g. Mental health first aid

Upskilling teachers for PLP writing and providing extra support and time for this

Completion of the Mandatory Reporting module for all staff

Completion of First Aid and Anaphylaxis training for all staff

Completion of DDA modules for all staff

Peaceful Kids intervention groups

Continuation of The Play Program with Year 6s (handed over to year 5s at the end of the year)

Providing Brainstorm Production (Being Brave) for the whole school including pre and post activities to support the performance

Learning Walks

Prep Orientation session 1 - Focus on Wellbeing and SEL

Student participation in online sessions from mental health services, e.g. Kids Helpline's largest anti-bullying lesson, MHEP primary to secondary transition sessions

Parent information provided to support their grade 6s with transition to secondary school

In 2026 our main goal is:

To increase student agency and foster student voice throughout the school and adhere to child safe standards requirements.

Coming up - 2026

Booked in BeYou staff wellbeing session for 2026

Booked in BeYou staff PD about trauma informed practice 2026

Bullying Performance

Community resources

Completing a SEL walkthrough to find strengths and gaps in current SEL practices

Behaviour processes and consequences

We will work towards this by :

Exploring what Student Voice and agency look like across the school using the MACS tool student voice audit tool.

Recognising and increasing instances of student voice in the school to create a culture of student voice and agency.

Increasing the knowledge and awareness of CSS among staff, students and school community.

Reflecting on and sharing what SEL looks like within our school

Raising the profile of mental health and wellbeing within the school

Ensuring all staff are aware of the requirements for PLP writing and NCCD requirements.

Value Added

Using data to inform teaching provides guides for what to include in SEL lessons and the issues that need to be responded to in the classroom and the yard. We run focus groups to have a look at, clarify and gain more insight into the data collected.

Using data gathered through the MACS audit tool created a picture of what Student Voice and agency means to teachers and students

Our work in student voice has begun with the completion of the audit and an initial look at the data. Now we need to build on this and create some opportunities for actions.

The student leadership team have demonstrated increased roles this year and their participation in the DYC has led to their initiative of a behaviour award for students.

Lunchtime clubs allow opportunities for leadership, inclusion, belonging and voice. They provide a place to go for those who have trouble deciding how to spend their breaks in the yard.

The profile of mental health and wellbeing has been increased through displays as well as using our new method of communication (seesaw) in addition to newsletters, etc

SEL skills of the month are linked to RR units as well as responsive to issues that arise in classrooms and the yard.

Whole school celebration days create awareness around the focus of these days by getting the message out to the whole community, stressing its importance.

We have begun to have a look at some further information about specific learning disabilities that will continue into 2026.

We have specific behaviour plans for individual students and will be working on steps taken for particular/extreme behaviours that will be clear to staff, students and families in 2026.

Our start up weeks set students up for success and put into place our wellbeing, routine and classroom organisation structures for the year ahead.

Streamlining the referral procedures has allowed for easier tracking for student progress, referrals and wellbeing and assisted in meeting the needs of students and families.

Improved monitoring of needs and our responses through the referred student tracker.

Wellbeing team meetings keep track of monitoring and aim to keep all informed.

Student referral form now includes a mental health and wellbeing rating used to prioritise speed of response and includes the outcome that the teacher would like by making the referral.

Use of Respectful relationships units meet curriculum requirements

Attendance at cluster meetings keeps us up to date with new resources and opportunities including professional learning.

The friendship program was a response to data collected from year 5/6 students across the last few years who reported being able to make friendships, but have difficulty sustaining them.

The check in form has been updated to include a section for any follow ups that take place in relation to the issues raised so that we can record and track these.

Mental health blog and provision of information to families through newsletters, email, seesaw allows for greater understanding for our community around the possible issues faced by themselves and others, reducing the stigma and feelings of isolation.

Staff Wellbeing meetings include a portion of PD as well as opportunities for collegial bonding, increasing morale.

Staff knowledge is continuously being built.

We have maintained our links with previously completed professional learning resources and added to these.

All staff have completed the required modules that contribute to the best learning opportunities for students, inclusion and differentiation and child safety.

Upskilling staff and LSOs is essential to the management of mental health and wellbeing.

Peaceful kids provides tier 2 mental health support to those exhibiting high anxiety or lack of coping skills.

PLAY has contributed to antibullying and feelings of belonging by creating opportunities for leadership, inclusion and voice.

Providing anti bullying programs that allow for different perspectives to be shared and heard by all students at once.

Learning walks bring the school community in, make them feel welcome and allow them to gain greater understanding and opportunities to ask questions.

Focus on wellbeing and SEL during prep orientation sessions makes new families aware of the importance and our focus on these areas.

Transition programs support the major primary school changes of beginning in prep and moving on to secondary school in grade 6. This year we placed importance on supporting transition for our parents as well as our students.

Student Satisfaction

MACS School Improvement Survey of students from Grades 4,5 and 6 results show an overall positive endorsement of 61%. Eight areas out of ten which students were surveyed on have shown an upward growth from 2024.

PATSEL data shows the student engagement in Social and Emotional Learning (SEL) at St Theresa's continues to be better than comparison schools. We ask all the students to complete a survey which provides insights into their social wellbeing development from Prep to Year 6. We use this data to comprehensively review the students' wellbeing and engagement to provide targeted support and resources, so that individual needs can be met.

The survey is divided into 2 sections :

1. Feelings & Behaviours: Recognising your emotions and values as well as your strengths and limitations.
2. Internal Strengths: Making friends, working in teams, organisational skills, dealing effectively with conflict and bullying

FEELINGS & BEHAVIOURS : We are performing a little better than the comparison schools (except for the very highly developed level)

INTERNAL STRENGTHS : St Theresa's is performing generally better than the comparison schools in the developing and emerging levels but lower in the very highly developed and highly developed levels.

Overall, St Theresa's students ranked higher than other comparable schools in both sections and 89% of students were working at the very highly developed or highly developed levels.

Summary: St Theresa's is over-represented in the Developed Level and needs to aim to move students towards Highly and Very Highly Developed Levels

Student Attendance

St Theresa's School complies with regulations regarding student attendance and monitoring and reporting unexplained student absences by following the DET Attendance Guidelines. Staff checked and recorded attendance twice daily on the attendance register. Unexplained absences were followed up by the Principal and administration staff with a phone call to parents or the appropriate relatives /authorities if parents were uncontactable. Unsatisfactory attendance was recorded on the student's file and attendance records were provided on the Student Progress Report twice each year.

Average Student Attendance Rate by Year Level	
Y01	90.22
Y02	91.76
Y03	91.52
Y04	94.13
Y05	93.02
Y06	90.89
Overall average attendance	91.92

Leadership

Goals & Intended Outcomes

Goals & Intended Outcomes

To promote Catholic Identity (within a multi faith environment), facilitate faith formation and to provide opportunities to witness faith.

That differentiation be the key driver for improvement in student outcomes through learning areas.

To ensure that there is a strong correlation between Social and Emotional Learning programs and data to improve student safety and address the needs of the whole school community whilst ensuring Child Safety Standards are embedded.

To embed the MACS Vision for Instruction and the school improvement model of Flourishing Learners West..

That a whole school professional learning plan is developed and reflective of the AITSL Performance and Development Culture.

Achievements

Achievements

- RE Professional Development
- Staff acts of Social Justice (Fr. Dixon ,St Theresa's Mission N.T, Feast of the Sacred Heart food collection, Abbey Solo Foundation)
- Staff meetings - Inter faith sessions

- Parish Links (eg Fri. Mass, Links to Fr. Dixon, MoG school, Project Compassion)
- Student Voice - children have been given opportunities to determinate aspects of their learning
- Staff Book Club -RE based texts/ Walk Thrus.
- Family formation and information sessions
- Sacraments - Peace Day for Sacrament of Reconciliation, Eucharist Discovery Day/ Session and Reflection Day excursion to Mary MacKillop Centre
- Continued the use of swivel camera for appraisal/ feedback
- Embedded our proforma and timeline for coaching sessions and cycle of feedback for all staff
- Goal setting created by teams and Individuals
- Use AITSL standards to create own professional learning plan
- Self Care Assessment
- OH&S Training
- First Aide, Anaphylaxis, Asthma, Diabetes Training
- Professional Learning Team meetings During Planning
- Report Writing Days
- Planning Days
- Program Support Group Meetings during Face to face time.
- 4 Quarter Planning
- Learning Celebrations
- Learning Progressions
- Intervention Framework
- PAT SEL, PAT R, PAT M
- Smart Goals - Individual & Team, Appraisal
- Book Club
- Cultuaral Awarenes Staff meetings

- Learning Framework in Numeracy
- High Impact Teaching Strategies
- Use of AITSL Teacher Self-assessment tool.
- NCCD support /LSO Support
- Embedding Behaviour Curriculum.
- Multi-tiered Systems of Support
- Junior Literacy Intervention
- L&T Analysis ,Planning & Implementation Support
- Introduced explicit instruction in Reading, Writing and Mathematics using UFLI and Ochre
- Student Wellbeing Support
- Upgraded and embedded Child Safety Standards & Wellbeing
- SEL data is analysed to plan and implement classroom SEL units
- Embedded the Respectful Relationships program
- Whole school SW days eg Anti Bullying Day / Harmony Day
- Student Voice : SRC involvement in Dynamic Young Citizens Program with Brimbank Council & setting student wellbeing goals

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
Science of Learning. Maths Curriculum 2.0 Implementation of UFLI. Implementation of PhOrMeS Structured Literacy High Impact Reading Instruction. High Impact Writing Instruction Explicit Instructional Model Behaviour Curriculum Instructional Coaching Walkthrus Retrieval Practice and Daily Reviews Using Ochre/ Jocelyn Seamer Knowledge Rich Units of Work First Aid Child Safety & Mandatory Reporting R.E - the Mass Engagement Norms Check for Understanding and Feedback Various Networks	
Number of teachers who participated in PL in 2025	22
Average expenditure per teacher for PL	\$4000.00

Teacher Satisfaction

MACSSIS stands for Melbourne Archdiocese Catholic Schools - School Improvement Surveys. It is a system of surveys developed specifically for Catholic schools in Melbourne, designed to gather feedback from students, families, and staff on how the school can be improved.

The overall school positive endorsement from teachers in the 2025 MACSSIS was 74%.

Teachers were surveyed across different areas of school life . . We continue to strive to improve results across all domains each year.

Teacher Qualifications	
Doctorate	0
Masters	7
Graduate	6
Graduate Certificate	2
Bachelor Degree	16
Advanced Diploma	9
No Qualifications Listed	5

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	24
Teaching Staff (FTE)	20.26
Non-Teaching Staff (Headcount)	13
Non-Teaching Staff (FTE)	7.36
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goals & Intended Outcomes

To continue to build collaborative partnerships with the parents, parish and the wider community that will enhance student learning and wellbeing.

That opportunities for parents to be engaged in their children's learning and wellbeing are further enhanced.

That our school and community work together to ensure that every parent can play a positive role in their child's learning.

To continue to further, strengthen parent engagement and community links by ensuring a robust community conversation schedule.

To evaluate current parent engagement processes and community partnerships processes.

Achievements

Achievements

In 2025 we continued to work at prioritising a welcoming school by engaging our community. Our ongoing commitment to engaging our whole community meant we adopted best practice from emerging and past research to implement this.

We started the year with relationship building activities. This sets the tone for high community engagement and expectations around connecting with the school. This included the 'get to know you interviews' with all families and staff, the Foundation Level Learning Walk and a whole school movie night.

Based on the success of these events, over the coming year we went onto build a

combination of community building and fun events that involved parents and activities that engaged them in their children's learning.

In addition to building relationships we also focused on strengthening partnerships with external groups and organisations to enrich children's learning. We were able to create opportunities to connect our students to the community, thereby enriching their learning, through excursions and incursions that formed an additional layer of community partnerships. This enabled our students to have engaging learning experiences and equip them for the future as they met people from a broad range of organizations and backgrounds often being exposed to opportunities and people in life that they may not have otherwise met (eg marine scientists, professional dancers, indigenous leaders, artists and others in a range of activities).

Reflecting on these two levels of community engagement, we identified two main areas worth highlighting:

1. Actions to build parent engagement with children's learning.
2. Actions to enrich children's learning through community engagement and partnership.

1. Actions to build "parent engagement with children's learning".

Three Learning Walks were provided to parents across the junior and middle year levels of the school. These focused on highlighting how the school supports students in Social and Emotional learning, Inquiry as well as pedagogical practices in Reading and Maths. Much of the focus was on how parents and teachers can build on and enrich what is offered in the school or home environment.

Dialogue with Parents about Learning-Three way conversations and the incorporation of Blogs connected parents to their children's progress and learning goals. This was built upon throughout the year as teachers were actively encouraged to directly connect with parents about student learning issues. This was reflected in the extensive range of communication strategies we have with families, which includes email, text, ph calls, in person meetings, newsletter and google meetings.

Our Family School Partnerships (FSP) leader Greg Woolford worked with teachers, John Kremers (Teaching and Learning Leader) and Jackie O Connor (Literacy Leader) to plan partnering events that enriched the children's learning through a range of incursions and excursion's where parents could join us.

2. Actions to enrich children's learning through community engagement and partnership.

Whole School Learning-This year we targeted the whole school to undertake marine and freshwater learning, with programs specifically designed for each year level.

In many of these the students visited and undertook research incorporating citizen science activities to enrich their learning. Some of the highlights were Preps to Grade 4 (along with parents) visited our local Kororoit creek, or the nearby neighbourhood house. Here they undertook water testing to look at the creeks health, planting native trees or studying water bugs.

We also did bayside learning at the Port Phillip Eco Centre in St Kilda and the Jawbone Marine Sanctuary in Williamstown.

These excursions enabled students to experience firsthand science based learning around ocean literacy. We were joined by marine scientists, Nature West, Friends of Kororoit Creek, Deakin Uni, DEECD educators, Parks Victoria Rangers and Indigenous leaders. These people taught us about Indigenous culture, the marine and coastal environments all of which enriched our learning at school

(Funded by Brimbank Council, DEWLP and Landcare grants).

A paper was written by Greg Woolford and Jackie O'Connor about this work and was published in a National Journal for Education.

Information Sharing-We informed school families about our community partnerships through school newsletter articles and the school website e.g. Learning Walks, River Detectives, Tree Planting etc.

The school garden had another productive year with Kathryn (leading) and Greg working with the students to grow and sell produce. Other supporters included CERES Environmental Education Centre who donated many punnets of seedlings, Bunnings who donated fertiliser, gardening equipment etc and with the money we made selling vegetables, we were able to buy a range of other essentials.

Additionally, we partnered with a local men's shed who built us a Gaga pit that will be delivered early in 2026.

Our Family School Partnership Leader attended multiple external networks. This helps create opportunities for our school to connect to relevant partnerships and value add to our school. Useful networks include Brimbank Early Years and Youth Services Networks and School Focused Youth Services Network.

To support our Grade 6 students to prepare for secondary school we partnered with two other primary schools, Brimbank Youth Services, Blueearth and 5 local feeder secondaries. We ran a program that supported students in the transition to Year 7. Initially we ran a Community Conversation and heard students concerns about secondary. We then met 2 other schools Grade 6 students, Year 7 representatives from 5 feeder secondaries and had a panel session. The panellists from secondary schools responded to the Grade 6 students concerns. This was followed by a third session developing connections between the 3 school's students through games and relational building activities.

Towards the end of 2025 we were able to conduct a Prep transition program for new families. Three Prep transition meetings were held with parents while their children had an experience of their new teacher, classroom and meeting there buddies.

We also participated in a series of events led by Brimbank Council. This included the Dynamic Young Citizens Leadership Program. The program targets Grade 6 students to develop leadership skills/ student voice and advocate for their classroom, alongside 5 other schools.

Council also linked our school to the National Resilient Youth Survey. The survey measures the mental health of young people and enables comparison to National responses. This helps schools identify what students' needs should be addressed. From this we developed the Living Ripples lunchtime peer mentoring program between students. This has proved to be highly successful and is ongoing in 2026.

We are also grateful to the range of other groups not listed for their support and in many instances monetary sponsorship of the school.

Much of this work has also been the result of our prioritising this work through the employment of a Family School Partnership leader Greg Woolford. This role exists in partnership with Our Lady's P.S Sunshine and Mother of God P.S Ardeer and has been integral in working with staff and designing school community connections.

A final thanks to our wonderfully diverse group of children, families and staff, as well as the

support the support of our partners that together make St Theresa's a great school community. We look forward to building on this in 2026.

Parent Satisfaction

MACS School Improvement Survey of parents results show an overall positive endorsement, with each year level showing a positive environment heading in an upward trend.

Notably families' perception of the social learning climate of the school has continued to be above 80% and we also have an upward trend in information engagement opportunities for school families, which we will continue to harness 2026.

83% of families identified they are likely to recommend the school to other families

90 % of responding parents said school leaders were approachable which is our highest recorded figure yet and well above the average for other similar schools

A final positive note is that the prep family perceptions of how well school matches their children

developmental needs is at 100%.

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.stalbion.catholic.edu.au