Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community

St Mary's School

214 Dandenong Road, ST KILDA EAST 3183
Principal: Catherine Ferrari
Web: www.smstkildaeast.catholic.edu.au
Registration: 107, E Number: E1014

Principal's Attestation

I, Catherine Ferrari, attest that St Mary's School is compliant with:

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

Attested on 14 May 2025

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

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Leaners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Our Mission

St Mary's is an inclusive community where children are respected, cared for and have a strong sense of belonging. They are enriched in their faith and learning by the relationships nurtured with the Parish of St Mary's, the Presentation Sisters and the neighbouring Catholic schools. We continue the mission of living, loving and serving in the way of Christ, caring for God's creation, and keeping our hearts and minds open in education and service.

Faithful to our mission, we hold the following values to be central to our identity, relationships and endeavours:

Respect

Integrity

Compassion

Justice

Our Vision

We aspire to being and building a community of faith and learning that honours and upholds our core commitments.

These are:

• The school's Catholic identity will be authentic and meaningful for all members of the school community.

• Children will be engaged in contemporary learning where they are assisted to become curious, creative, reflective and independent thinkers.

• Children will be supported by strong family, school and wider community relationships and collaboration.

• Staff will be highly attuned to each child's distinctive wellbeing and learning needs. All members of our diverse school community will affirm, challenge, support and learn from each other.

School Motto

Finding the Light Within.

School Overview

At St Mary's Primary School, our strategic intent is to work in collaboration with students, families and staff to continue our improvement agenda. Ensuring that learning across the curriculum is based on researched evidence and best practice in an authentically Catholic Community, continues to be our focus.

A vibrant and well-supported curriculum allows for many opportunities for students, staff and parents alike to be continuous lifelong learners. The data driven, well-planned and explicit teaching and learning environment provides for the individual needs of all students at their point of need.

The current enrolment at St Mary's is 133 students from 103 families. Our community is an inclusive one, with families from diverse, Catholic and multi faith backgrounds.

The children are grouped in seven classes together on the Main Campus. These classes are: one Foundation class (Prep), one Year 1, one Year 2 and one Year 3 and one Year 4s, two Year 5 and Year 6 Multi Age classes. St Mary's staff are multi-skilled, innovative and supportive in their provision of evidence based researched, and differentiated planned programs.

Specialist teachers provide many extracurricular opportunities in Physical Education, Visual Arts, Italian and Performing Arts. Classroom teachers, Learning Support Officers, and those in positions of leadership, ensure strong and engaging learning in the areas of Religious Education, English, Mathematics, Inquiry, Science, The Arts, Sports, ICT, and Student Wellbeing.

During 2024, the staff Leadership Team enacted their second year of a Position of Leadership (POL) for each of the five spheres of school improvement. Student Leadership included Year 6 responsibility for several areas including Education in Faith - Social Justice, Community, Sport, Technology, Curriculum and Sustainability. Parents share in the leadership of the school community through representation on the School Advisory Council, the Parents & Friends Association and 'Classroom Reps'. We are proud of our high level of parental and carer support for fund-raisers and school events.

In 2024 the School continued to strengthen our Inquiry units with the Faith Dimension of Catholicity. Our Faith Based Inquiry Units help us connect Catholic Identity to Learning and Teaching.

We will continue to focus on:

• strengthening the Catholic identity of the school community,

• providing a contemporary learning environment and agreed evidence based pedagogy improving the wellbeing and connectedness of all students,

• building a shared culture that is characterised by a shared vision, professional collegiality and continuous improvement, and building the capacity of St Mary's as an outward facing community.

Principal's Report

I feel proud and honoured to have led our St Mary's family and 2024 was another action packed year, with much achieved. Importantly, all our students had many learning opportunities and should feel proud of their achievements, be it in their learning spaces, specialist subject areas, our St Mary's Primary Art Show, Italian Day or on the sporting field.

As in all families, we work together to support each other to build success. Thank you to Father Jerome for working closely with us and leading our faith filled community. Mr Speranza, our Deputy Principal, and I work closely with the School Advisory Council to deliver outcomes to our community, based on research and best practice. Thank you to Claude, our Chairperson and members, for their invaluable insights and support.

It is a privilege to be working alongside our hard working staff. I thank Anthony Speranza for working in partnership with me as we lead a thriving community, where children are front and centre. Our quality staff ensure that each child is taught utilising explicit instruction to ensure growth and development. This is closely supported by our hardworking Leadership Team; Mrs Borgese, Mrs Le Hunt, Mrs Mason and Mr Speranza. Thank you to Erica, for her finance and administration leadership.

We continued to develop strong relationships with St Mary's College and thank them for giving us access to their science lab, shared sporting facilities, professional learning and faith formation. We continue to be appreciative of their senior students volunteering to support our athletics carnival.

Again we thank Glenice, for knitting our Mary Bears which are an integral part of Prep wellbeing. Our Mary Bears are very loved!

Our Yr 3-6 one to one device program continues to show great benefits across the school, with digital literacy and proficient enhanced learning for all.

2024 highlights include; P-6 Inter-house Athletics Carnival, St Patrick's Mass, camps including our Year 2 sleepover, mini Olympics, Book Week, Biennial Art Show. Italian Day, Stay Chat and Play, Carols, Landscaping Project supported by our Maintenance Officer Steve May, our Zen Zone mural in conjunction with local artist Bianca Loiacono, Yr 4 students visiting Papilio Early Learning Centre and Stonnington Children's Centre, and our mascots (Safe, Respectful, Responsible) for our Positive Behaviour for Learning approach, designed by our Student Representative Council.

Our Parents and Friends led by Louisa, Holly and Jeremy worked tirelessly to help build community and connection, and raised funds for our amazing landscaping project. We look forward to enjoying our garden and Zen Zone for many years to come.

Thank you to Debbie Darvell, our Senior Manager School Leadership Melbourne Archdiocese Catholic Schools, for her guidance and support.

Catholic Identity and Mission

Goals & Intended Outcomes

That the school's Catholic Identity will be authentic and meaningful for all members of the school community.

That our diverse school community will affirm, challenge, support and learn from each other, as our understanding and appreciation of Catholic faith and tradition is deepened through dialogue and participation.

Achievements

The 2024 school year commenced with Mass celebrated together with the staff from St Mary's college followed by a shared morning tea.

The St Mary's school community gathered to celebrate the School Commencement Mass. This was well attended by families and staff.

Individual classes attended the weekly Parish Mass each Friday, with family members often joining in.

The Liturgy and Sacrament leader met weekly with the Parish Pastoral Worker to plan for and build closer links between the Parish and School.

Emphasis continued to be placed upon the charism of the founders of St. Mary's school, the Presentation sisters and the life and mission of Nano Nagle.

Working in partnership with St Mary's Parish and St Mary's College continued to deepen our St Mary's Parish community foundation.

The Liturgy and Sacrament leader worked with teachers to support them in planning level masses, sacraments and liturgical events.

We maintained an awareness of our responsibility to care for and support those less fortunate than ourselves and participated in fundraising to support the work of Caritas through donations to Project Compassion.

Sacramental Preparation Nights were held for Reconciliation, First Eucharist and Confirmation. The Year Three students received the Sacrament of Reconciliation in Term Two. The Year 4 students had the opportunity to receive the Sacrament of Eucharist in Term Three as well as the Year Six students having the opportunity to receive the sacrament of Confirmation in Term Three. We had our first highly successful Prayers in PJs for our Prep, Year One and Year Two students.

The Year Six students graduated at the end of the year with a mass of celebration and gratitude and a family evening at school.

Some highlights of the year were our Mother's Day/Special Friend's Mass, Grandparents/ Special Friend's Mass, Feast of the Assumption and end of the Year Celebration mass. These parish, school and family masses were lived experiences of our faith, as part of our St Mary's community.

We look forward to more of these next year. Shared opportunities for personal reflection, meditation and communal prayer are provided daily in classrooms and weekly at staff and leadership meetings.

Professional learning for staff involved supporting teachers with planning and implementation of Faith Based Inquiry. Level teams met with the Education in Faith Leader and the Learning and Teaching Leader, each term to plan Faith Based Inquiry units.

Father Jerome Santamaria continued to lead faith formation sessions with our staff throughout the year.

Value Added

Faith Formation Professional Learning Community meetings presented by Father Jerome Santamaria, focused on using scripture and art to support our Religious Education units.

The importance of giving witness and finding the light within others was explored, in our St Mary's community context.

Continued whole staff professional learning in Religious Education, supported by our Southern Region Religious Education Consultant; Ameral Blom.

Supported by Father Jerome, staff had the opportunity to build their capacity in regard to planning and the use of Scripture and Catholic Social Teachings within Religious Education.

Faith formation Professional Learning with St Mary's College led by Father Jerome Santamaria.

Emphasis continued to be placed upon the charism of the founders of St Mary's School and the Presentation sisters and life and mission of Nano Nagle.

Preparation for the Sacraments and celebrating the Sacraments of Reconciliation, and Confirmation, in partnership with Father Jerome. Celebrating Mass as a parish/school community on numerous occasions.

Social Justice initiatives working with our St Vincent de Paul Conference.

Learning and Teaching

Goals & Intended Outcomes

To develop and embed a Whole School Learning and Teaching Model.

To develop and embed Professional Learning Communities and use of data.

To further develop Student Agency.

Achievements

The year commenced with a ‘Startup Week’, allowing students and staff to build connections and develop understandings of our school values and norms. Relationships and a sense of belonging are paramount to building an environment of trust and safety to learn, and many activities both at class level and multi age level were offered to develop this culture at St Mary’s Primary School.

Meet the Teacher Parent Interviews were conducted at the beginning of Term 1 with a hybrid model on offer.

Again at the end of Semester 1, Parent Teacher Interviews were conducted in the same manner. NAPLAN tests were completed by students in Year Three and Year Five and the data was analysed to inform whole school planning.

Intervention programs continued throughout the year in the areas of Mathematics and English. A teacher with junior school experience continued to implement the English Reading Intervention Program. A tutor was employed using Government Funding to assist students improve their Reading skills.

NCCD data was collected, and the process completed in accordance with MACS guidelines.

Literacy and Mathematics Leaders completed online Professional Learning. Professional Learning Communities continued to provide professional development for staff.

The school continued its commitment to Religious Education by releasing teachers each term

to participate in facilitated planning with Leaders to plan for the following term. This also included Literacy and Mathematics.

As part of a MACS initiative all staff participated in our second year of the Intensive Literacy Project which was facilitated by Julia Blakey. The 2024 focus continued to embed explicit instruction in reading determined by student data in Reading.

Our school continued to be part of the School Wide Improvement Forum Professional Learning Days implemented by the Southern Region of Melbourne Archdiocese Catholic Schools.

St Mary's participated in the Shared Stories Project for the fourth year. Students from Prep to Year 6 submitted a written piece under the theme of ‘Inspire’. Selections from each year level were chosen to be part of the publication. Visual Art pieces were also selected to be part of Shared Stories. National Simultaneous Reading Day and Book Week were celebrated throughout our community through multi aged groupings for learning tasks, a whole school incursion relevant to Book Week literature and a dress up day.

Student learning was enhanced and celebrated through whole school activities such as , Italian Day, Camp, Prep - Year 6 Athletics Carnival, Inter school Sports and a whole school sports celebration called KABOOM at the end of the year.

Student led expos were held at the end of each term, allowing students to showcase new learning and communicating this to families.

Audits were conducted in numeracy and planning processes. This led to an increase in facilitated planning time and quality of planning time for teachers.

Regular curriculum updates were also added to our fortnightly newsletter.

The Seesaw app has been embedded to make learning more visible, and enhance communication between school and home.

Our highly successful Year 6 Leadership Program continued to give students the opportunity to work on initiatives with guidance and support from their staff mentor. The Year 5 students commenced their leadership journey in Term 4, with an Expo from current Year 6 students showcasing their leadership portfolios as they prepared for 2025 leadership. We are proud of every senior student having the opportunity to lead at St Mary's Primary School.

Student Learning Outcomes

Both our Year 3 and Year 5 students participated in the National Assessment Program in each learning domain of:

• Reading

• Writing
• Spelling
• Grammar & Punctuation
• Numeracy

Student scores are categorized into the scale of Needs Additional Support, Developing, Strong and Exceeding.

The strongest areas of performance in Year 5 were:
• Numeracy, with 82% of our students achieving Strong or Exceeding scores.
• Reading, with 89% of our students achieving Strong or Exceeding scores.

The strongest areas of performance in Year 3 were:
• Reading, with 86% of our students achieving Strong or Exceeding scores.
• Writing, with 82% of our students achieving Strong or Exceeding scores.

The school continues to use assessment data and benchmarks in a cyclical manner to ensure progress for all students.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	**Year level**	**Mean Scale score**	**Proficient**
Grammar & Punctuation	Year 3	422	68%
	Year 5	526	75%
Numeracy	Year 3	415	73%
	Year 5	524	82%
Reading	Year 3	461	86%
	Year 5	523	89%
Spelling	Year 3	400	59%
	Year 5	495	68%
Writing	Year 3	427	82%
	Year 5	504	79%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

To increase opportunities for student agency throughout the school.

Build the capacity of teachers to understand and value student agency in learning.

Build the capacity of students to manage their own learning.

Achievements

Under the guidance and expertise of our Deputy, Mr Anthony Speranza a whole school approach to wellbeing and behaviour management was continued and supported throughout the year. Positive behaviours for Learning (PBL) and School Wide Positive Behaviours Interventions and Supports (SWPBIS) were further developed to build positive, safe and a supportive learning culture at school. These approaches assisted in improving social, emotional, behavioural and academic outcomes for our students.

In addition to this positive behaviour approach are our continued work with the Enable, Connect, Engage and Learn framework from Melbourne Archdiocese Catholic Schools (MACS). Resilience, Rights and Respectful Relationships supporting the social and emotional learning of our students.

A partnership with the Mackillop Institute was continued to implement the ReLATE program, a trauma-informed practice model that reframes learning and teaching environments. The model emphasises student and staff safety, promotes counter-stress school environments, promotes enhanced teaching and learning, and provides processes and structures for sustainable whole school culture change.

The school norms of behaviour, 'Be Respectful, Be Safe and Be Responsible' continued as a common language across the school. A developed understanding by the children about what the norms look, sound and feel like within the classroom, on the playground and online during remote learning was explored and highlighted this year. In the previous year students

were invited to design school mascots in relation to these norms, and a design was selected to represent the school norms through visual posters. In 2024 the designs were made into physical mascots and through the Student Representative Council these mascots were named.

At the start of the year, an information handover of students from their previous teacher to their current teacher was completed. The aim of this was to equip the current teacher with the contextual profile and progress of each child, to understand and meet their needs accurately.

During 'Startup Week' teachers created protocols to foster safe, respectful and responsible learning environments that were calm and supported all learners to engage and feel confident to learn and do their best.

The continuation of the well established and highly successful Year 5 and Prep, and Year 6 and Year One buddy program.

Value Added

• Consolidation of positive behaviour management process for all staff, in the classroom and on the playground.
• Development of school and staff trauma-informed practices and care.
• Explicit teaching and deepening understanding of our norms.
• Through PBL and SWPBIS recording protocols of minor and major behaviours and the development of a flowchart for dealing with minor and major behaviours.
• Tier Two intervention supports with behaviour plans with check-in and check-out charts.
• Individual and class rewards.
• Student of the Week awards and acknowledgements.
• Prep and Year Five, and Year One and Year Six buddy program.
• Attended Southern Region Wellbeing network Days.
• Collaborated with Melbourne Archdiocese Catholic Schools (MACS) Wellbeing Unit and allied health professionals.
• Anxiety and emotional supports for students who struggle to come to school.
• Continued building of student agency through our Year 6 leadership program and Student Representative Council (P- 5) weekly meetings.

Student Satisfaction

Our 2024 Student MACSIS Data in each Domain is as follows:

1. Rigorous Expectations - 79%
2. School Engagement - 48%
3. School Climate - 59%
4. Teacher-Student Relationships - 69%
5. School Belonging - 72%
6. Learning Disposition - 75%
7. Student Safety - 61%
8. Enabling Safety - 56%
9. Student Voice - 59%
10. Catholic Identity - 67%

Overall Student Positive Endorsement of the school - 65%
There was a positive increase in all school domains from 2023 to 2024
8 of the 10 domains reported in the school are higher than the MACS averages.

Student Attendance

A daily roll was taken recording students' attendance. These were updated daily by the Administration Officer. Students who did not attend were followed up with a phone call and/or email at regular intervals. Students requiring support with anxiety in regard to school attendance were closely supported by the Wellbeing Leader and Learning Diversity Leader with support plans designed and regular program support meetings (PSGs) held with the families and support from Melbourne Archdiocese Catholic Schools (MACS) Southern Region Wellbeing Unit and allied health professionals when required.

Average Student Attendance Rate by Year Level	
Y01	88.9
Y02	94.1
Y03	92.1
Y04	91.3
Y05	88.8
Y06	90.8
Overall average attendance	91.0

Leadership

Goals & Intended Outcomes

To build a school culture that is characterised by a shared vision, professional collegiality, and continuous improvement.

That leadership capacity is developed to lead deep professional learning for improved student outcomes.

That the Leadership team utilise the School Improvement Plan 2021-2024 and Annual Action Plan of 2024 to lead the school community to drive change.

To work in partnership with the Southern Region Team from Melbourne Archdiocese Catholic Schools (MACS) in the enactment of the School Improvement Framework (SIF).
To support all stakeholders within the community in the new learning spaces from the major refurbishment.

Achievements

Revisited and further developed the Leadership Charter with the team and new members at the start of 2024.

Staff wellbeing continued to be a focus at our Professional Learning Communities and staff meetings to build deeper connections.

Continued to build a culture of shared learning spaces.

Connected regularly as executive members of leadership with teaching teams to support staff with facilitated planning and professional collegiality across year levels when planning and utilising resources.

Supported the celebration of Sacraments and school events.

Continued Weekly Staff Memos to all staff members to develop shared communication, school organisation and expectations.

Continued to provide a fortnightly newsletter to the community, with accurate information for all stakeholders and celebration of our wonderful achievements with the community.

Celebrated our successes and community events via the newsletter and Instagram.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024
The following Professional Learning was undertaken by staff in 2024: Intensive Partners in Literacy - MACS - Southern Region - Teach Well & Vision for Instruction Intensive Partners in Mathematics - MACS - Southern Region - Teach Well & Vision for Instruction MACS 2030 Flourishing Learners Mathematics Leaders Network Days - MACS Literacy Leaders Network Days - MACS Learning Diversity/Wellbeing Leaders Network Days - MACS Italian Language Professional Learning Administration Network Principal Network Deputy Principal Network Southern Region Learning and Teaching Forums School Wide Improvement Forums Religious Education Leader Network Meetings LNSLN Online Briefing MACS SR MOI Mathematics Online Interview First Aid and Anaphylaxis Training Emergency Management Training Mental Health First Aid - Mental Health First Aid Australia Finance Education meetings - Shared Services - Business Manager Mandatory Reporting

Expenditure And Teacher Participation in Professional Learning	
F-8 Learning Literacies Whole school Mathematics professional learning - webinars & face to face Phonics in Context Words in context Victorian Curriculum Mathematics 2.0 implementation Leading Wellbeing for learning PBL & SWPBIS - Professional Development Play is the Way, Student Social & Emotional Learning ACHPER Conference - Physical Education staff Visual Art Courses Mackillop Institute ReLATE	
Number of teachers who participated in PL in 2024	20
Average expenditure per teacher for PL	$547.00

Teacher Satisfaction

Our 2024 Staff MACSIS Data in each Domain is as follows:

1. Student safety - 73%
2. School climate - 81%
3. Staff-leadership relationships - 93%
4. Instructional leadership - 59%
5. Feedback - 50%
6. School leadership - 61%
7. Staff safety - 70%
8. Psychological safety - 63%
9. Professional learning - 59%
10. Collaboration around an improvement strategy - 67%
11. Collaboration in teams - 60%
12. Support for teams - 74%
13. Collective efficacy - 81%
14. Catholic identity - 89%

Overall Staff Positive Endorsement of the school - 73%
12 of the 14 domains reported in the school are higher than the MACS averages.

Teacher Qualifications	
Doctorate	0
Masters	4
Graduate	2
Graduate Certificate	1
Bachelor Degree	9
Advanced Diploma	6
No Qualifications Listed	4

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	18
Teaching Staff (FTE)	10.88
Non-Teaching Staff (Headcount)	8
Non-Teaching Staff (FTE)	4.86
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

To strengthen collaboration with parents and the wider community to support student learning and wellbeing.

That parents will have a greater understanding and be more actively engaged in their child's learning.

Achievements

Throughout the year the St Mary's community worked together to provide a welcoming and safe place for all our students, staff and parents. This was particularly evident in our community in 2024 as we continued to engage, connect, celebrate and support all members of the school. The Parents & Friends Association has continued to engage families with the school and develop a strong school community.
Events hosted by the Parents and Friends Association to foster deeper connections for the community include:

- Working Bees
- Prep Welcome Drinks
- Whole School Welcome Drinks
- Termly Second Hand Uniform Shop
- Mother's Day/ Special Friend’s Day Breakfast and Mass
- Grandparents/ Special Friends Mass, Classroom visit and morning tea
- Student Disco
- Movie Night
- Major Fundraiser - Trivia Night & Met Gala - Dress to Impress
- Father's Day/ Special Friend’s Day Breakfast and Mass
- Graduation gift contributing to the Year 6 Rugby Top
- Easter Raffle and Hot Cross Bun drive

Parent Class Representatives worked in partnership to make strong connections between the classroom teacher and the class community. Parent Class Representative organised and hosted class level activities such as whole class play dates and parent dinners. The school leaders and teachers strived to maintain connections with families in 2024.

Parent Exchange meetings were held early in the school year and mid-year Parent-Teacher

meetings. To ensure communication was maintained between school and home the fortnightly school newsletter continued.

Seesaw continued the promotion of shared understandings about learning at school and for families to see their child(ren)'s learning in real time.

In 2024 School Leaders and Year 6 Leaders continued the student-led Friday Assembly initiative. The Year 6 Leaders rotated throughout the year to host, meeting with Mr Speranza during the week to plan the assembly and then presented each Friday.

Mentors worked with each portfolio as they enacted an initiative each term, authentically enacting student agency.
The school community events consisted of:

- Stay, Chat & Play in the Community Room each Wednesday
- Parish/School Masses
- Updated website, instagram and Seesaw
- Teachers being available to families before and after school
- Student led assemblies
- Ride 2 School Day
- Basketball clubs
- Interhouse Sports
- National Walk to School Day
- Prep Information Evenings
- Footy Day
- Prep 100 Days
- KABOOM
- Book Week
- Italian Day
- Art Expo

Parent Satisfaction

Our 2024 Family MACSIS Data in each Domain is as follows:

1. Family engagement - 58%
2. Barriers to engagement - 65%
3. School fit - 85%
4. School climate - 89%
5. Student safety - 85%

6. Communication - 82%
7. Catholic identity - 66%

Overall Family Positive Endorsement of the school - 76%
7 out of the 7 domains reported in the school are higher than the MACS averages.

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.smstkildaeast.catholic.edu.au