



Melbourne Archdiocese  
**Catholic Schools**

# 2024

## Annual Report to the School Community



### St Mary's College

90 High Street, SEYMOUR 3660

Principal: Wayne Smith

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

Registration: 161, E Number: E1024

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## Principal's Attestation

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I, Wayne Smith, attest that St Mary's College is working in consultation with the Victorian Catholic Education Authority towards being fully 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 2024 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 04 Jun 2025

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## About this report

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

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## Governing Authority Report

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Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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St Mary's College is:

A welcoming Catholic community that respects our heritage and looks to a sustainable future.

We inspire learning excellence, resilience, and service to others.

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## College Overview

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St. Mary's College Seymour provides a Catholic co-education to students from Foundation to Year 10 (Year 11 in 2024 and Year 12 in 2025). ROAM Architects continue their engagement with the College to develop a Master Plan to meet the demands of future regional growth. The enrolment is 612 students. The College is centrally located in the township of Seymour making it accessible to local families as well as surrounding rural and regional areas. The catchment area extends to Yea, Nagambie, Heathcote, Broadford, Pyalong, Puckapunyal (including the Army base), Strath Creek and Tallarook. Families of our students come from a range of socio-economic backgrounds.

The 2024 Strategic Intent was 'We will enact a school-wide instructional model, which promotes student voice and agency, so all students successfully access post-secondary pathways'.

The Annual Action Plan's Goals were:

- To enact a shared vision and pedagogy for curriculum delivery.
- To elevate student voice and agency in learning and wellbeing.
- To develop and consolidate Years 11 and 12 pathways.

Our College's beginnings are traced back to the commencement of St Mary's School in 1880 in the 'old Church', which in later years became the Parish Hall.

The oldest building on the site was built in 1893, a brick classroom situated on the current primary site and records tell us that 92 children were enrolled at that time.

In 1900, at the request of the Parish Priest of Seymour, Fr. J O'Neill, five Sisters of Mercy arrived from Mansfield and the school became known as St Mary's Convent school. The following year, Sacred Heart College commenced accepting enrolments of both Primary and Secondary students. Eventually it was decided that the Primary classes from the College be merged with those of St Mary's and Sacred Heart College was transferred to the Parish in 1946. Over 40 years later, in 1988, St Mary's Primary School and Sacred Heart College amalgamated to become the newly formed St Mary's College, a Foundation to Year 10 school.

After a period of 93 years of Mercy Administration, a lay principal was appointed in 1994, however, the Sisters of Mercy continued to be directly involved in the College until their official departure from Seymour in 1998.

St Mary's College is proud of our legacy and the pioneering women of Mercy who inspired so

many students over the years... and to this day we continue our long association with Mercy as an affiliated Mercy College.

St Mary's College has a rich Mercy tradition that is interwoven into the history of Seymour and surrounding towns and regions.



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## Principal's Report

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### **2024 The Year of Preparation!**

St Mary's College, Seymour is returning to Year 12 and how wonderful it is for our College community.

College staff went to extraordinary lengths to ensure VCE documents were completed for Year 12's VCE year. The dedication in achieving this was outstanding.

The Stage One (VCE Senior Learning Centre \$7.144m) begins January 2025 and will provide for the contemporary learning needs of our College's senior students. Like the 2022 Primary Learning Centre, Stage One sets the architectural footprint for the future. Stage Two (Science classrooms \$4.069m) will go to tender in 2025. In March 2025 St Mary's will apply for a Stage Three grant \$10m) to replace the secondary building.

The Year 11 Unit 3/4 General Mathematics class received an outstanding median score of 38 for the VCE Exams. This placed St Mary's for that exam in the top 10 of all secondary school in Victoria. With the implementation of the explicit approach to teaching literacy in primary – the Macquarie University developed InitialLit, MACS 2023 and the Vision For Instruction (VFI) pedagogy demonstrates that evidence-based data drives the improvement in learning outcomes.

For St Mary's students we also assist them in informed decision making so that when they are in the adult world there is a 'little bit' of St Mary's always in their thinking, particularly as the years progress. By 'little bit' I refer to the Mercy Values of Compassion, Justice, Respect, Hospitality, Service and Courage. If our students keep our St Mary's values close to their minds the hearts, then life's challenges will be generally glass half full opportunities.

Our entire staff give our students enormous support in and out of the classroom. The Learning, Wellbeing and curriculum teams for their discussions, planning and support for student progress. Our College Administration teams – the engine room of St Mary's always give a hearty St Mary's welcome to all who visit our College. The Finance team have done a power of work this year for future strategic planning. Our College Advisory Council and P&F are so generous with their time and commitment to the common good of our College. To Fr Ashkar who proudly speaks of St Mary's, and he is a valued and welcome weekly presence in the College.

Our students give such beautiful respect to the dignity of the Church during weekly Wednesday Mass, and this is one example of how our College community gives witness to the charism of the Mercy Sisters and Christ - the central figure in our College's mission.

Spiritu Ducti – ‘motivated by the spirit’ (Catherine McAuley 1841) was the title of the F-12 Pathway Submission to MACS in Term One of 2022 – the goal to return to Year 12. The spirit of St Mary’s is real and touchable. Our students live this spirit and by doing so are motivated and proud St Marian’s.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

#### Goals

- To ensure personalised and explicit instruction in reading skills
- To enhance team effectiveness
- To engage parents as active participants in reading improvement

#### Intended outcomes

- That students are confident learners
- That all staff are taking responsibility for student literacy and numeracy outcomes
- That parents are engaged in reading at home and at school

### Achievements

Throughout 2024 we continued to make consistent improvements in Education in Faith. We worked to incorporate the pedagogy of explicit instruction into our Faith Education lessons and to use strategies that enable the students to recall information and then to put their faith into action. Guided by the principles of Catherine McAuley and the Mercy charism, we continued to enrich all RE units to assist students to make direct and explicit links between their actions, Catholic traditions, Mercy heritage and social justice. The primary focus in curriculum planning was to design meaningful units for our students. This process will be continued and developed.

In 2024 the College theme was based around moving back to a F-12 College in 2025. This exciting venture has long been conceived and dreamed of by the whole College and the wider Seymour community. The theme-Guided by Faith, Driven by Purpose –was developed by the incoming Yr 12 Leadership team, in conjunction with the RE Director and the Principal. The Year 12 Leaders were very focused on linking our Mercy heritage and Catholic identity- Guided by Faith - with our forward looking to 2025 and our new F-12 structure in Driven by Purpose. The theme was adopted by all staff and students so that we can launch 2025 with this new focus.

At every opportunity staff and students gathered in prayer with families invited where

appropriate. Students and staff embarked on a Lenten season that was focused on prayer and raising awareness of those who most need our support.

As in other years, all the money that we raised during Lent goes to Caritas- Project Compassion. St Mary's continued to have a strong commitment to social justice initiatives and supported the local community as often as possible.

Our Winter Appeal and Christmas Giving Tree Appeal for St Vincent de Paul, once again showed the community commitment to helping others less fortunate.

Our senior students represented the College at the annual Vietnam Veteran Memorial Lantern walk in August. They were proud ambassadors of the College. Captains also represented the College at numerous other events including ANZAC and Remembrance Day, Leadership workshops, Whole College assemblies, and Open Days.

College liturgies, Masses, prayer opportunities, Marian Newsletter articles, Facebook posts, Sacramental evenings, Reflection days, assemblies, communications with the Parish and Parish Priest - all of which enhanced and strengthened our Catholic identity and links to our Catholic and Mercy heritage.

There continued to be more emphasis on our Mercy traditions and connections as we continue to strengthen this aspect of College life. An emphasis of morning prayer across all morning homerooms; with all secondary house mentor groups and primary classes making and decorating prayer clothes for their prayer tables.

The student Reflection Day programs in Secondary were conducted by YMT ( Youth Ministry Team ) and by staff for the primary sacramental programs. These were all excellent opportunities for the students and staff to be further engaged in faith development within a supportive environment. An important focus for our primary Sacramental meetings is the exchange between families and students, While the meetings are facilitated by staff, the purpose is to further enrich the faith relationship between candidate and parent.

Thank you to Fr Eugene Ashkar for his continued ongoing support and advice. A special thanks to the Staff Community team for all their enthusiasm and commitment to building community at St Mary's.

## Value Added

- Opening and Closing the Year School Masses
- Weekly Class Masses
- Student lead Holy Week and Easter Liturgy (all classes participating in creating an art piece on an event of Holy Week)
- Ash Wednesday Mass and Weekly 'Lent gatherings in the Garden'
- Sacramental programs and celebrations of the Sacraments of Reconciliation, First Eucharist and Confirmation
- Weekly Advent Prayer sessions in College levels
- Sacramental Faith Nights with parents
- Caritas Fundraising- Crazy Sock Day, Sausage Sizzles
- NAIDOC Week Liturgy
- ANZAC and Remembrance Day Liturgies
- Year 11 Graduation Liturgy and lunch
- Christmas Liturgy and Concert
- Mothers and Fathers Day gatherings
- Friday prayer in the chapel

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## Learning and Teaching

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### Goals & Intended Outcomes

- That student outcomes in literacy and numeracy improve
- There are consistent practices in teaching that can be articulated by all
- To enact a shared vision and pedagogy for curriculum and delivery
- **School Mean:**
- An upward trend in the School mean in all areas of NAPLAN at Years 3, 5, 7 and 9 Growth in Bands
- A decrease in the percentage of students at Years 3 and 5 performing in the NAS/D bands at G&P and Numeracy, and in Years 5,7 and 9 Writing

#### **PAT:**

- An upward trend in PAT M and R at Yrs 3-10

#### **Early Years:**

- An upward trend in the EOI and MOI data at Years 1 & 2.

#### **InitialLit:**

- An upward trend at Years F-2
- That staff are engaged in the exploration of the of the MACS VFI to develop a whole-school understanding in establishing a St Mary's College pedagogical framework
- That there are consistent practices in lesson delivery that can be articulated by all

### Achievements

St Mary's embarked on the 2024 year with a purposeful learning and teaching focus. Explicit instructional practice was embedded as the norm in classrooms ensuring that core knowledge and skills were delivered in a consistent manner across the College. A rigorous approach to the use of learning intensions and success criteria in classes ensured that students were able to articulate their understanding of learning and how they could make progress.

The MACS Vision for Instruction was published in February 2024 and is the pedagogical focus for all MACS schools. It is part of the MACS 2030: Forming Lives to Enrich the World strategic plan. The Vision for Instruction clearly outlines the expectations for evidence based instructional based practice, curriculum coherence, design and assessment for all MACS schools. The Vision for Instruction has two clear goals:

Goal 1 – Excellence: All MACS schools deliver a knowledge rich, evidenced based teaching and learning program.

Goal 2 – Equity: Every student, regardless of background, achieves literacy and numeracy proficiency.

Staff participated in structured professional learning through Semester Two 2024 exploring and utilising research from the area of cognitive science to investigate how learning happens. The concepts of long term and working memory were explored and how the different factors in our environment can impact on how students remember and ultimately learn. At the centre of this is the focus on the explicit instruction of knowledge and skills. At St Mary's College we have already made great steps forward in this area and this is our pedagogical model. This can be seen across the classrooms in our College and is highlighted by the success of our literacy programs and recent 2024 NAPLAN results. The Vision for Instruction and the Learning Model underpinned the learning and teaching focus in 2024 and will drive 2025.

The first Year 11 cohort for 34 years embarked on their VCE, VCE/VM and VET pathways for delivery at St Mary's College. This was overseen by the VCE Coordinator and students worked towards achieving outcomes in a wide offering of senior studies. This offering was also complemented by distance education via Virtual Schools Victoria.

## Student Learning Outcomes

- Tracking learning progression to set goals and targets for students during 2024 was completed using the following standardised assessments:
- PAT Mathematics - Years 3-10
- PAT Reading - Years 3-10
- PAT Science - Years 7-10
- Essential Assessment Mathematics - Years F- 6
- DIBELS Reading Fluency - Years 3-10
- InitialLit - Years F - 3 whole class
- SpellEx - Year 3
- Multilit/MacQlit - Years 1 - 9 students identified as needing additional support

### NAPLAN

The second year of NAPLAN descriptor bands in 2024 saw achievement reported in four bands:

- Needs Additional Support
- Developing
- Strong

- Exceeding

This first year of new banding saw a high percentage of St Mary's College students across Years 3-9 achieve in the Strong and Exceeding bands.

- VCE Unit 3/4

The first cohort of Unit 3/4 General Maths students saw three students achieve scores of 40+.



<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	428	65%
	Year 5	493	66%
	Year 7	549	68%
	Year 9	539	42%
Numeracy	Year 3	419	81%
	Year 5	482	64%
	Year 7	542	77%
	Year 9	558	65%
Reading	Year 3	421	79%
	Year 5	502	80%
	Year 7	545	72%
	Year 9	561	66%
Spelling	Year 3	411	65%
	Year 5	482	66%
	Year 7	518	71%
	Year 9	549	68%
Writing	Year 3	429	88%
	Year 5	493	82%
	Year 7	537	65%
	Year 9	580	73%

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

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## Student Wellbeing

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### Goals & Intended Outcomes

#### Goal

To elevate student voice and agency in learning and wellbeing

#### Intended outcomes

That students are engaged and active in their learning and wellbeing

That students are resilient and motivated to achieve

### Achievements

#### Positive Behaviours for Learning (PBL)

Our commitment to Positive Behaviours for Learning has been solidified through the consistent application of routines, clear expectations, and a structured acknowledgement system. This approach has been embraced by all staff, creating a cohesive and supportive atmosphere that promotes student success.

#### Personalised Learning Plans (PLPs)

The College has continued to refine the PLP processes to better identify and support individual student learning needs. By tailoring educational strategies, we aim to ensure that each student receives the guidance and resources necessary for their academic growth.

Student Wellbeing Survey: conducted to gather insights into student experiences, informing our strategies to support their mental and emotional health.

Fortnightly SRC Meetings: empower students to voice their opinions and participate in decision-making processes, fostering a sense of ownership and responsibility.

Student Agency in Uniform Design: ensuring it reflects their preferences and promotes College pride.

Year 6 Polo Shirt Design: ensured all Year 6 students contributed to the design process and voted on the final design, enhancing their sense of community and accomplishment.

Primary Lunchtime Discos: were organised by school leaders and teachers, These events provide enjoyable breaks and promote social interaction among students.

Lunchtime Sports Competitions: were implemented following student recommendations. Soccer and volleyball competitions were introduced, encouraging physical activity and teamwork.

Pastoral Care Activities: with a focus on Social emotional learning enhance student wellbeing, resilience, and connection to their respective Houses, these activities support personal development and community building.

Defence School Kids Club: offered a supportive environment for Defence students and their friends, addressing their unique needs and fostering camaraderie.

Health Promotion by College Nurse: has been instrumental in promoting health and wellbeing.

End-of-Year Activity Week Celebration: is a culmination of the year's efforts. This celebration involves students choosing various activities including a car wash, cooking, art and craft then with produce they have made or been able to raise funds for they create hampers. Students then donate these hampers to local emergency service groups, aged and disability workers and the local hospital this aims to strengthen community bonds. The final activity is a day at the water park.

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## Value Added

In response to the Student Representative Council's (SRC) recommendation, our Year 6 cohort embarked on a collaborative journey to design their commemorative polo shirts. This initiative empowered students to express their creativity and take ownership of a meaningful College tradition.

Recognising the importance of mental health and wellbeing in academic success, we began the journey to implemented a daily wellbeing check-in program. This initiative aims to enhance students in Foundation to year 6 emotional literacy. The program will monitor students' emotional states and readiness to engage in learning activities. By fostering student agency and prioritising mental health, we hope to continue to build a supportive and inclusive school community.

The Respectful Relationships Curriculum was introduced to promote and model respect, positive attitudes and behaviours. With students being taught how to build healthy relationships, build resilience and confidence.

## Student Satisfaction

Student satisfaction is monitored and captured in a variety of methods including surveys and student leader discussions. Positive relationships with teachers was an area valued by students and providing more opportunities for student voice.

The 2024 MACSIS Survey highlighted the following areas of strength in relation to student satisfaction:

- Positive perception of how much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance
- Students' positive mindset about themselves as learners
- Positive perception of student physical and psychological safety while at school
- Positive student perceptions of access to and quality of staff support in order to feel connected, safe and respected while at school

## Student Attendance

Classroom Teachers / Homerooms Teachers are responsible for marking attendance accurately via their Teacher Roll during homeroom.

Attendance Office / Administrative Staff - Responsible for overseeing the attendance system, recording absences, identifying unexplained absences, and initiating contact with parents/guardians.

The College is committed to promoting regular attendance and ensuring the safety and wellbeing of all students. Non-attendance is managed promptly and in accordance with the College Attendance Guidelines. Student attendance is recorded twice daily at 9:15am and again at 10:30am with SMS via the College's electronic attendance system - SIMON. Attendance data is securely stored in individual student files.

Unexplained Absence - If we have not received a parent notified absence via the Absentee line or PAM accounts after parents have received the absent SMS, the College will contact the parent or guardian via phone call on the same day, as soon as practicable.

If the absence remains unexplained after initial contact, further follow-up will occur, which may include written communication or referral to the wellbeing team. Concerning patterns of non-attendance will be escalated to senior staff as directed and where necessary, reported to external agencies in line with mandatory reporting guidelines.

Average Student Attendance Rate by Year Level	
Y01	89.2
Y02	90.4
Y03	89.3
Y04	88.0
Y05	86.6
Y06	84.7
Y07	86.9
Y08	83.0
Y09	83.6
Y10	86.7
Overall average attendance	86.8

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## Leadership

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### Goals & Intended Outcomes

- Continue to implement the College's strategic plan 2024 - 2027
- Ensure high levels of leadership for students and staff as the College community grows
- Implement leadership structures, processes and practices that support staff and students in the transition to VCE
- Continue to implement the College Master Plan and complete capital works projects
- To continue to build and consolidate enrolments at Foundation and Year 7 in 2024 and 2025

### Achievements

- Successfully introduced and delivered Year 11 VCE and VCE-VM in line with VRQA requirements
- Successfully coordinated and conducted VCE Unit 3 & 4 exams
- Director of Learning & Teaching and Curriculum leaders undertook professional development in relation to MACS 'Vision for Instruction' and commenced the initial implementation phase within the College
- Implement of the Melbourne Archdiocese Catholic Schools (MACs), 'Vision for Instruction' within the staff and the wider College community
- Successfully introduced and delivered an individualised Year 10 Pathways Program, 'Ignite'
- The College's Science Domain Leader participated in the year-long professional learning program, the Teaching Excellence Program through the Victorian Academy of Teaching and Leadership
- The College community were consulted and contributed to the structured MACS review process for school principals
- The College acquired and installed the VCE senior portables
- Architectural designs and a successful tender were appointed for the stage one Master Plan, St Mary's College VCE & Senior Learning Centre
- The College successfully secured government funding to complete stage two of the College's Master Plan an extension to the Monsignor Tom's Science Building
- St Mary's College hosted the November 2024 MACS Board meeting onsite
- Appointment of a Compliance and Risk Officer position within the College
- College leadership maintained the wellbeing of staff as the teacher shortage affects the working capacity of teachers

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2024	
<ul style="list-style-type: none"> <li>• General Maths Unit 3 &amp; 4 VCE Meet the Assessor</li> <li>• STAV VCE Conference</li> <li>• Learning Diversity Networks</li> <li>• InitialLit Training</li> <li>• MacqLit Training</li> <li>• Career Practitioner Seminars</li> <li>• Career Compass: Navigating Local Job Market for Students</li> <li>• VCE &amp; VPC Professional Development</li> <li>• CPR &amp; Anaphylaxis Training</li> <li>• Digital Technologies</li> <li>• Learning Diversity Learning Support Officers Professional Development</li> <li>• Teaching Innovation Fellowship Science Domain Leader</li> <li>• Student Wellbeing PROTECT Training</li> <li>• MACs Literacy Leaders Professional Development</li> <li>• Native Fish Australia Professional Development</li> <li>• Life Skills Go Training</li> <li>• Graduate to Proficient Teacher Professional Development</li> <li>• New to teaching History Levels 7-10 and the Victorian Curriculum</li> <li>• MACs Vision for Instruction and Flourishing Learners Professional Development</li> </ul>	
Number of teachers who participated in PL in 2024	45
Average expenditure per teacher for PL	\$443.00

## Teacher Satisfaction

The staff of St Mary's are very proud of their contribution towards the College. Throughout last year the College started increasing the number of teaching staff in order to offer Year 11 and in preparation for the introduction of Year 12 in 2025. In the time of a teacher shortage, particularly in rural areas, the executive team were proactive in seeking opportunities to recruit. The College advertised, connected with recruitment agencies, presented at ACU, held discussions with universities about creating an undergraduate hub at St Mary's and investigated the option of engaging overseas applicants.

- Feedback from teachers, students and families via the 2024 MACSIS Survey highlighted the following areas of strength:
- Positive perception of the overall social and learning climate of the College
- Positive acknowledgement of how well teachers work together in teams to improve teaching and learning
- Positive perception of how much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance

<b>Teacher Qualifications</b>	
Doctorate	0
Masters	9
Graduate	8
Graduate Certificate	2
Bachelor Degree	23
Advanced Diploma	3
No Qualifications Listed	12

<b>Staff Composition</b>	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	65
Teaching Staff (FTE)	55.7
Non-Teaching Staff (Headcount)	37
Non-Teaching Staff (FTE)	29.58
Indigenous Teaching Staff (Headcount)	0



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## Community Engagement

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### Goals & Intended Outcomes

#### Goals

- To ensure personalised and explicit instruction in reading skills
- To enhance team effectiveness
- To engage parents as active participants in reading improvement Intended

#### Intended Outcome:

- That students are confident learners
- That all staff are taking responsibility for student literacy and numeracy outcomes
- That parents are engaged in reading at home and at school
- That authentic opportunities for parent engagement and involvement in the learning process will be enhanced
- That meaningful connection with the Parish, local and broader community will continue to strengthen

### Achievements

Achievements in the area of the College Community include:

- Senior Student Leaders at Year 11 level and Primary Leaders at Year 6 level who lead assemblies, College liturgies and whole College events
- Leadership days for primary and secondary students to increase participation in leadership roles for the following year
- Good parent attendance at assemblies, sports days, excursions, camps and student led curriculum activities
- Continued support for our major community events- Mother's /Special Persons Day Musical Morning, Father's/Special Persons Day Breakfast and Grandparents/Special Persons Day

A continual increase in parental involvement in student learning activities including:

- Primary Inquiry Learning Expos, Sacramental evenings, Numeracy afternoons
- Growing the size and capacity of the College Band which played at local and College events
- A expanding relationship with the local SES through participation in Wear Orange Wednesday and guest speakers from the local SES group

- College communication with all stakeholders, including past students and families has increased, through the use of the College Facebook page. The College also makes use of group SMS to alert parents to certain events and activities, as well as the use of the PAM program, to facilitate ease of communication
- Actively promoting and providing different ways of communication for the staff
- Regularly contributing to the local newspaper with College events and activities
- Encouraging staff representation at parent functions to develop stronger relationships with Parents and Friends as well as the wider community. Pathways connections e.g. being host for cluster meetings for VET, organise work placement programs
- Students attended TAFE tasters at GoTafe and local Careers Expo
- Supporting the Parents and Friends
- The Community team organised and coordinated so many different community events. Our Year 11 leaders and Class Captains, were a group of enthusiastic students who worked tirelessly to create better opportunities for our students and community groups. I would like to especially acknowledge our Learning support officers who are so generous with their time no matter what event is being held- we could not run all the community events we have at St Mary's without their continual support.

#### **Value added**

- St Mary's College places great emphasis on the wider community and the important role it plays in our College. The following are related to the additional curricular and extra curricular activities that add value to the wellbeing of our community
- An active Parents and Friends Association that raises significant funds for the College community and provides social opportunities for our families
- A College Board that is actively involved in the management of the College Master plan
- Inaugural Musical Assemblies where the emphasis was on the Arts program and development of the band
- The College Choir, and different class groups of students and their continued involvement in local community events e.g. Christmas Carols; visiting Barrabil House, ANZAC and Remembrance Day representatives, Vietnam Veterans' Memorial Services, fundraising for those communities affected by flood and bushfires
- Year 10 Work experience within the wider community
- Morning reading with Storybook dog (teacher supported)
- Opening the MPH to other community groups, including basketball, netball, fundraising by community groups, memorial services, Little Athletics

## **Parent Satisfaction**

The 2024 MACSIS Survey highlighted the following areas of strength in relation to parent satisfaction:

- Families' positive perceptions of the social and learning climate of the College
- Families' positive perceptions of how well the College matches their child's developmental needs

- Positive perception of very few factors that hinder families interaction or involvement with the College

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.smseymour.catholic.edu.au](http://www.smseymour.catholic.edu.au)