



Melbourne Archdiocese  
Catholic Schools

# 2025

## 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 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 10 Jun 2026

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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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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

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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 12. ROAM Architects continue their engagement with the College to develop a Master Plan to meet the demands of future regional growth. The enrolment is 618 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 2025 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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The year 2025 will be etched into the history of St Mary's College, Seymour, as a landmark chapter of renewal, growth, and extraordinary achievement. Above all else, 2025 marked the historic return of Year 12 to our College after a 40-year absence. How wonderful it has been to see our senior students leading the school once more, breathing life into a vision we have long nurtured.

Spiritu Ducti—"motivated by the spirit"—was the title of our F-12 Pathway Submission to Melbourne Archdiocese Catholic Schools (MACS) back in Term One of 2022. Our goal was clear: to bring Year 12 home. The spirit of St Mary's is not just an abstract concept; it is real, tangible, and alive. Our students live this spirit every day, and by doing so, prove themselves to be deeply motivated and proud St Marians.

### **Capital Development: Building the Future**

To support our growing senior cohort and ensure our facilities match our high academic aspirations, 2025 saw massive strides in our master building plan, establishing an architectural footprint for the future:

Stage One (VCE Senior Learning Centre - \$7.144m): Construction began in January 2025. Once opened, this state-of-the-art facility will fully support the contemporary learning needs of our VCE students, echoing the success of our 2022 Primary Learning Centre.

Stage Two (Science Classrooms - \$4.069m): This vital project successfully went to tender, promising cutting-edge STEM facilities for our students.

### **Academic Excellence and Evidence-Based Learning**

Our return to the VCE arena was met with absolute academic triumph. Our first Year 12 cohort exceeded expectations, proving that St Mary's is a place of high academic standards.

Exceptional VCE Results: A phenomenal 25% of our Year 12 students achieved an ATAR above 80, a tremendous result for our first year back in senior secondary education.

College Dux: A massive congratulations to Xavier Sinkeler, the 2025 St Mary's College Dux, who achieved an outstanding ATAR of 92.7. In 2026, Xavier will begin his journey in Biomedicine (Medical) at La Trobe University.

These results are the fruit of a deliberate, evidence-based approach to learning from Foundation through to Graduation. With the primary school implementation of Initialit (developed by Macquarie University), alongside the MACS 2030 strategy and the Vision for

Instruction (VFI) pedagogy, we have proved that data-driven, explicit teaching practices yield elite educational outcomes.

### **A "Little Bit" of St Mary's: Faith and Values**

While academic data is vital, our deepest mission is to assist our students in making informed, moral decisions. We want them to enter the adult world with a "little bit" of St Mary's always present in their thinking.

By a "little bit," I refer to our core Mercy Values: Compassion, Justice, Respect, Hospitality, Service, and Courage. If our students keep these values close to their minds and hearts, life's inevitable challenges will always be viewed as glass-half-full opportunities.

Our students gave beautiful witness to these values this throughout 2025, particularly through the respect and dignity they showed during our weekly Wednesday parish Masses. Christ remains the central figure in our College's mission, and our devotion to the charism of the Sisters of Mercy is as strong as ever.

### **A Community Effort: Our "Engine Room" and Partners**

A year of this magnitude is only possible through the collective efforts of a dedicated community:

**College Staff:** Our entire staff gives enormous support to students both in and out of the classroom.

**Administration & Finance:** The College Administration team — the true "engine room" of St Mary's — continues to give a hearty St Mary's welcome to everyone who visits. Meanwhile, our Finance team has done a power of strategic work this year to secure our future.

**Advisory Council, P&F, and Clergy:** Thank you to our College Advisory Council and the P&F for being so generous with their time and commitment to the common good. We also extend our warmest thanks to our Parish Priest, Father Ashkar, who proudly speaks of St Mary's and remains a valued, welcome weekly presence in our school.

### **Celebrating 160 Years of Joint Service**

At the conclusion of 2025, we said a bittersweet farewell to five pillars of our community, representing a staggering, combined 160 years of experience leaving St Mary's.

No words can truly do justice to the legendary contribution, loyal service, and dedication that teachers Mr Allen, Mrs Tampion, Mrs Evans, and Mrs Gough, alongside Office Administrator

Mrs Shield, have given to thousands of students and families over the decades. They leave behind a profound legacy, and they will always be part of the St Mary's family.

### **Looking Ahead**

We close the chapter on 2025 with hearts full of gratitude and minds focused on the bright future ahead. St Mary's College is fully restored, structurally growing, and academically thriving. Thank you to every family for your trust, partnership, and spirit throughout this historic year.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

At St Mary's College, faith remains the absolute cornerstone of the education we offer. It is the foundation upon which our students build lives filled with purpose, integrity, and impact. Throughout the past year, our college has continued to embrace every opportunity to guide the spiritual development and faith formation of our students, staff, and families alike.

### Achievements

#### Living the Mercy Tradition

In 2024, our community focused deeply on celebrating the unique charism of our College: the Mercy tradition. We have sought to actively vocalize and embody the core values passed down to us by the Sisters of Mercy:

Compassion & Justice

Respect & Service

Hospitality & Courage

We constantly call upon our students to display these values not just in their words, but through their daily actions. This mission was beautifully crystallized by our yearly theme:

"Guided by faith, driven by purpose."

Established by the inspiring leadership of the Year 12 Class of 2025, this theme served as a daily reminder for students to act with their minds, hearts, hands, and souls to make a tangible difference in their own lives and the lives of others.

#### Faith Formation and Reflection Days

A key highlight of our faith journeys this year was the targeted spiritual formation of our secondary students. Students in Years 8, 10, and 11 participated in deeply engaging Student Reflection Days.

Facilitated by the dynamic Youth Mission Team (YMT), these days provided our young people with the space to step back from their regular routines, reflect on their personal

relationship with God, and explore how they can live out their faith authentically in the modern world.

### **Liturgy, Sacraments, and Parish Partnership**

Our collective spiritual life was enriched through various communal celebrations, sacred milestones, and strong local partnerships:

**Masses and Liturgies:** College liturgies and masses remained vital occasions for our community to gather, providing sacred spaces where students were invited to receive either the Eucharist or a blessing.

**Parish Connections:** Each Wednesday, students from different year levels had the opportunity to join local parishioners for morning Mass. This ongoing practice has beautifully strengthened our students' understanding of and belonging to the wider community of faith.

**The Sacramental Program:** It has been an absolute privilege to prepare our students and involve their families in the Sacramental journey. We walked alongside them as they prepared for and received the sacraments of Reconciliation, First Eucharist, and Confirmation.

**Clergy Support:** We extend our heartfelt thanks to our Parish Priest, Father Ashkar, whose constant support and presence complements the work of our staff, wonderfully enriching the spiritual lives of everyone involved in our community of faith.

### **Faith in Action: Social Justice**

True to our Mercy calling, social justice causes remained a vital priority for the College. The generosity of our community shone through brightly during our annual fundraising campaigns. Both our Caritas fundraising initiatives and our St. Vincent de Paul appeals were overwhelmingly supported by our families, staff, and students, proving that the SMC community is always ready to extend a helping hand to those in need.

We extend our deepest gratitude to everyone who partners with us in this vital mission. Together, we continue to nurture a community where faith is lived, love is felt, and purpose is discovered.

### **Value Added**

- Opening and Closing Masses

- Class and House Mentor Group designed and created prayer clothes for classroom prayer spaces.
- Classes attending weekly the Parish Mass
- Holy Week and Easter Liturgy
- Ash Wednesday Mass
- Weekly 'Lent gatherings in the Garden'
- Sacramental programs and celebrations of the Sacraments of Reconciliation, First Eucharist and Confirmation
- Sacramental Faith Nights with parents
- Caritas Fundraising
- Reconciliation and NAIDOC Week Liturgy
- ANZAC and Remembrance Day Liturgies
- Year 11 Graduation Liturgy
- Christmas Liturgy
- Friday staff prayer in the College chapel

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## Learning and Teaching

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### Goals & Intended Outcomes

- That student outcomes in literacy and numeracy improve with a particular focus on numeracy fluency in Years 7-10.
- To embed consistent practices in Checks For Understanding which can be articulated and demonstrated across the Foundation - Year 12 cohort.
- To strengthen an improvement mindset across the College which will result in a measurable increase in student engagement in learning.
- 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

SPellEX

An upward trend in progress at Years 3-4

Essential Assessment Numeracy

Consistent growth in progress in post testing data.

## Achievements

St Mary's College embarked on the 2025 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. Staff participated in structured professional learning through 2025 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.

The St Mary's College Lesson Sequence Model explicitly stated the mode of content delivery. This was underpinned by the implementation of evidence-based strategies, with a focus on clarity, modelling, practice and review. Checking for understanding was embedded throughout lessons, not as a one-off task but as a continuous feedback loop. Teachers used targeted questioning, mini whiteboards, student discussion and other formative assessment techniques to assess learning. These checks informed real time instructional decisions. This responsive teaching was essential in preventing and then addressing learning gaps.

The MACS Vision for Instruction emphasises high expectations, a rigorous and inclusive learning environment and the systematic development of knowledge, skills and capabilities. Explicit instruction provides a structured approach that supports all learners in accessing challenging content. The Vision for Instruction is based on evidence-based practices derived from research on how students learn and helping teachers to teach.

This can be seen across the classrooms in our College and is highlighted by the success of our literacy programs and 2025 VCE, VCE VM and NAPLAN results. In addition to student results, this focus on pedagogy driving student learning was recognised. St Mary's College was used in case studies for the Victorian Academy of Teaching and Leadership, as well as the MultiLit program. The Vision for Instruction, the lesson sequence model and a focus on collaboration in teams underpinned the learning and teaching focus in 2025 and will drive 2026.

## Student Learning Outcomes

- Tracking learning progression to set goals and targets for students during 2025 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 2025 saw achievement reported in four bands:

- Needs Additional Support
- Developing
- Strong
- Exceeding

This second 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.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>					
	<b>2025 (current year)</b>			<b>2-Year Average</b>	
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	447	76%	438	71%
	Year 5	481	62%	487	64%
	Year 7	535	62%	542	65%
	Year 9	550	50%	545	46%
Numeracy	Year 3	416	75%	418	78%
	Year 5	466	67%	474	66%
	Year 7	543	68%	543	73%
	Year 9	563	67%	561	66%
Reading	Year 3	438	82%	430	81%
	Year 5	475	80%	489	80%
	Year 7	539	73%	542	73%
	Year 9	568	67%	565	67%
Spelling	Year 3	445	76%	428	71%
	Year 5	476	64%	479	65%
	Year 7	526	64%	522	68%
	Year 9	571	71%	560	70%
Writing	Year 3	424	86%	427	87%
	Year 5	473	71%	483	77%
	Year 7	546	63%	542	64%
	Year 9	580	74%	580	74%

\*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.

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## Student Wellbeing

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### Goals & Intended Outcomes

Goal: To elevate student voice and agency, empowering learners to take active, authentic ownership of both their educational journey and personal wellbeing.

Intended Outcomes:

Active Engagement: That students are deeply invested, highly motivated, and active participants in their learning environments and wellbeing practices.

Resilience and Motivation: That students develop the emotional resilience, self-efficacy, and intrinsic drive necessary to overcome challenges and achieve their full potential.

### Achievements

Fortnightly Primary/Secondary Student Leaders Meetings: Maintained a consistent, platform via regular Leaders meetings, enabling students to actively participate in school-wide decision-making and pitch structural improvements to school life.

Feedback-Driven Programs: Successfully launched student-requested initiatives—including primary lunchtime discos and competitive sports tournaments (soccer and volleyball)—shifting students from passive participants to active designers of their recreational culture.

Intended Outcome 1: Active Engagement

That students are deeply invested, highly motivated, and active participants in their learning environments and wellbeing practices.

Identifiable Achievements:

Positive Behaviours for Learning (PBL): Embedded clear routines and an effective acknowledgement system across the College. Students actively monitor and take pride in meeting high behavioral and academic standards.

Community Service: Demonstrated high engagement during the End-of-Year Activity Week, where students voluntarily applied practical skills (cooking, art and craft,) to construct custom gratitude hampers for local emergency workers, healthcare staff, and aged care facilities.

MACSIS Survey Validation: Academic motivation data from the latest MACSIS Survey confirmed that students respond exceptionally well to the clear, elevated expectations set by their teachers, proving a deep cognitive investment in their own learning.

Intended Outcome 2: Resilience and Motivation

That students develop the emotional resilience, self-efficacy, and intrinsic drive necessary to overcome challenges and achieve their full potential.

Identifiable Achievements:

Measurable Learner Self-Efficacy: The MACSIS Survey highlighted a powerful, school-wide trend: our students express a profound belief in their own capability to learn, improve, and navigate academic challenges.

Foundation to Year 6 Daily Check-ins: Successfully introduced a daily wellbeing check-in framework. This early-intervention tool builds vital emotional literacy, allowing younger students to self-regulate, evaluate their emotional state, and prepare their minds for learning.

Respectful Relationships Curriculum: Systematically taught resilience and emotional regulation strategies through specialised social-emotional learning, equipping students with the relational tools needed to manage interpersonal conflict across Foundation - Year 10

Targeted Peer Support Networks: Sustained the Defence School Kids Club, providing a targeted space for students from military families to build mutual understanding, peer-to-peer resilience, and stability amidst lifestyle transitions.

## Value Added

Vision for Engagement introduced to Staff and the 6 areas explored with areas for improvement identified

St Mary's offers a range of extra-curricular and co-curricular opportunities designed to support student wellbeing, leadership, creativity and engagement. Some of the main activities include to add value:

Community Leadership Programs: students organise initiatives and fundraising activities for local and national causes.

College Assemblies: students help prepare and present assemblies celebrating achievements and important community themes.

Art Exhibition: the College showcases student artwork through a community exhibition.

Camps and Excursions: year-level camps and curriculum-based excursions support learning, resilience and teamwork.

Sporting Programs and Carnivals: students participate in swimming, athletics and cross-country carnivals, along with interschool sports competitions.

## 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 2025 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.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	89.19
Y02	90.35
Y03	89.29
Y04	88.01
Y05	86.64
Y06	84.72
Y07	86.86
Y08	83.02
Y09	83.56
Y10	86.73
Overall average attendance	86.84

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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

### Achievements

- Successfully introduced and delivered Year 12 VCE and VCE-VM in line with VRQA requirements
- Successfully coordinated and conducted a full timetable of VCE Unit 3 & 4 exams
- Director of Learning & Teaching and Curriculum Leaders heavily invested in advanced professional development for the MACS 'Vision for Instruction' and have actively driven the initial implementation phase across the College
- Refined 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
- Progressed the Stage Two Master Plan to the tender phase, paving the way for state-of-the-art Science and STEM learning environments.
- 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 2025	
<ul style="list-style-type: none"> <li>• Director of Learning &amp; Teaching and Curriculum Leaders heavily invested in advanced professional development for the MACS 'Vision for Instruction', actively launching these high-impact practices across the College with a particular focus on embedding daily checks for understanding."</li> <li>• ACU Careers Practitioners Seminar</li> <li>• Australian Centre for Careers Education (ACCE) Conference – Back to the Future</li> <li>• Year 7-10 Curriculum v2 VCTA</li> <li>• VCE VM Conference</li> <li>• VCE History Conference</li> <li>• RMIT Career Practitioners Seminar</li> <li>• STAV VCE Chemistry</li> <li>• STAV VCE Biology</li> <li>• Education &amp; Sport Conference – Peak Phys Ed</li> <li>• Zart Art</li> <li>• InitialLit Training</li> <li>• SpellEx PD Workshop</li> <li>• First Aid and Anaphylaxis Training</li> <li>• SIMON Conference</li> <li>• Food handlers and allergen management course</li> <li>• VCE Literature</li> <li>• MACs Mathematics Professional Development</li> <li>• MACs Human Resources Professional Development</li> <li>• VM Literacy Professional Development</li> <li>• Learning Diversity Networks</li> <li>• Secondary School Improvement Networks</li> </ul>	
Number of teachers who participated in PL in 2025	35
Average expenditure per teacher for PL	\$333.00

### 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 in 2024 and 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 and investigated the option of engaging overseas applicants.

Feedback gathered from teachers, students, and families via the 2025 MACSSIS Survey highlighted several key strengths across the College:

**Flourishing School Culture:** Stakeholders expressed a highly positive perception of the College’s overall social and learning climate, affirming a safe, inclusive, and engaging environment for all.

**Cohesive Staff and Leadership Relations:** Survey data reflected an exceptionally positive sentiment among our teaching staff, strongly affirming the deep sense of mutual support, open communication, and robust relationships shared with the school's leadership team.

**Collaborative Teaching Practices:** Reflecting a strong commitment to continuous professional growth, respondents highly commended the teamwork and collective efficacy of our teachers as they collaborated to refine pedagogy and elevate student learning outcomes.

**A Culture of High Expectations:** Our students clearly articulated that they feel motivated by their educators, noting that teachers consistently maintain high benchmarks for their intellectual effort, deep understanding, academic persistence, and overall performance.

<b>Teacher Qualifications</b>	
Doctorate	0
Masters	11
Graduate	8
Graduate Certificate	1
Bachelor Degree	22
Advanced Diploma	3
No Qualifications Listed	15

<b>Staff Composition</b>	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	68
Teaching Staff (FTE)	59
Non-Teaching Staff (Headcount)	48
Non-Teaching Staff (FTE)	37.14
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

At St Mary's College, we firmly acknowledge parents and guardians as the first educators of their children. We believe that student success is built on a foundation of deep partnership between school and home. Throughout 2025, our community engagement strategies focused on fostering transparent communication, supporting student wellbeing through local networks, and creating robust pathways for our senior students.

### Achievements

#### **Consolidating Senior Pathways (Years 11 & 12)**

With the College's landmark return to offering Year 12 in 2025, our primary community goal for school improvement was to develop, consolidate, and demystify our Senior Years pathways. It was vital that both students and parents felt fully informed and aligned regarding senior policies, expectations, and future opportunities.

This clarity and understanding were successfully achieved through targeted, face-to-face community initiatives, including:

- Targeted Information Sessions: Outlining senior expectations and academic policies.
- Personalised Pathways Meetings: Individualised consultations to map out senior coursework and career trajectories.
- Subject Selection Interviews: Guiding students through tailored academic choices.
- Parent-Teacher Interviews: Maintaining a continuous dialogue regarding student progress and achievement.

#### **Whole-School Communication & Learning Partnerships**

Effective communication is the cornerstone of our working relationship with families. We utilise a diverse multi-channel approach to ensure every family stays informed and connected to college life:

- PAM Parent portal for real-time tracking of learning and attendance.
- Weekly Family Emails for regular, predictable updates for our Primary School families.
- For the celebration of student success via newsletters, social media, and College Digital Media & Assemblies.

#### **Support for Learning Diversity**

Our classroom teachers and Learning Diversity team work together with families of students requiring additional adjustments. Through regular Student Support Group (SSG) meetings,

we collaboratively design, review, and communicate Personalised Learning Plans (PLPs) to ensure every child has the opportunity to thrive.

### **Wellbeing & Behaviour Support**

We take a holistic approach to student care, understanding that wellbeing and behavioural expectations are deeply interconnected with parental collaboration.

- **Holistic Wellbeing Networks:** The College actively advocates for the best interests of our students by partnering with vital external youth agencies and health specialists, including Headspace, The Bridge Youth Services, Navigator, and local medical practitioners.
- **Transparent Behaviour Expectations:** To uphold our high standard of behavioural expectations, we maintain rigorous and transparent communication with families. This includes proactive phone conversations, written correspondence, and collaborative face-to-face meetings involving parents, staff, and students.

### **Transitions and Enrolments**

Welcoming new families into the St Mary's community requires care, connection, and efficient processes.

- **Foundation & Year 7 Transitions:** Transition sessions serve as a vital point of connection for parents and carers. We continue to strengthen our collaborative relationships with local feeder kindergartens and primary schools to ensure a seamless start for our youngest learners.
- **Sophisticated Enrolment Systems:** The development and implementation of modernised online enrolment processes and comprehensive enrolment packs have made the onboarding experience smoother and more sophisticated for prospective families.

### **Local Industry & Career Partnerships**

Connecting our students to the wider Seymour workforce provides invaluable real-world outcomes and post-school opportunities.

- **Year 10 Work Experience:** Our standard Year 10 work experience program continues to foster deep roots with local employers. Notably, several students in the Year 10 Ignite program successfully secured apprenticeships for the following year as a direct result of their work placement performance.
- **Seymour Youth Employment Partnership:** St Mary's College connected with Ventia and the Central Ranges Local Learning and Employment Network (LLEN). This powerful partnership provides career opportunities, targeted scholarships, and high-value work experience for young people in Seymour, greatly benefiting a significant number of our senior students.

## **Community Life and Governance**

The vibrant spirit of St Mary's College is sustained by the generosity of those who give their time to bring us together.

- **Special Events:** Our small but incredibly dedicated Community Team worked generously throughout the year to organise our annual Mother's Day, Father's Day, and/or Special Person's Day events. These gatherings remain a highlight of the school calendar and are consistently well attended by our extended college family.
- **Community Leadership:** We extend our deepest gratitude to our active Parents and Friends Association (P&F) and our Advisory Council. Their leadership, advocacy, and governance continue to enrich the unique and supportive community that defines St Mary's College.

## **Parent Satisfaction**

The 2025 MACSIS Survey will highlight 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

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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)