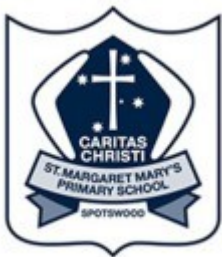




Melbourne Archdiocese
Catholic Schools

2025

Annual Report to the School Community



St Margaret Mary's School

181 Hudsons Road, SPOTSWOOD 3015

Principal: Colleen McCambridge

Web: www.smmspotswood.catholic.edu.au

Registration: 1527, E Number: E1179

Principal's Attestation

I, Colleen McCambridge, attest that St Margaret Mary's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2025 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 21 Apr 2026

About this report

St Margaret 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

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

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

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

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

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

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

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

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

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

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

St Margaret Mary's School Vision

St Margaret Mary's students are independent lifelong learners inspired by Gospel values and empowered with a sense of purpose and responsibility. They confidently engage with others and are equipped with skills to adapt to an ever-changing world.

SMM Mission Statement

Our purpose is to encourage students to become independent life-long learners. At St Margaret Mary's Primary School we:

- Provide diverse and engaging learning experiences
- Build confident, independent learners who set goals and reflect on their growth
- Encourage active contribution to community life
- Support ongoing professional learning for staff

School Overview

At St Margaret Mary's Catholic Primary School, we believe education is about nurturing the whole child academically, spiritually and personally. Our warm, inclusive community encourages every student to discover their strengths, grow in confidence and develop a lifelong love of learning. We value Respect, Integrity, Compassion and Excellence, these are the cornerstones of our school culture. Within our small community, each child is truly known and supported to reach their full potential. As an active parish school, faith and friendship guide everything we do. Together, we are building a strong future for our children, one grounded in Gospel values, curiosity and care for others. We warmly invite you to discover St Margaret Mary's, the hidden gem of the west. Here, every child is nurtured and comfortably challenged. Together, we will help your child flourish in faith, learning and life.

Principal's Report

As we reflect on the 2025 school year at St Margaret Mary's Catholic Primary School, I do so with immense pride and gratitude for the continued growth, achievement and spirit of our school community. Throughout the year, we have remained steadfast in our commitment to providing a high-quality Catholic education that nurtures the whole child and supports every learner to flourish in faith, learning and life.

2025 has been a year marked by consolidation, growth and forward momentum. Building on the strong foundations established in previous years, our school has continued to strengthen its focus on evidence-informed teaching and learning, ensuring every classroom provides calm, purposeful and engaging environments where students are both nurtured and appropriately challenged. Our commitment to explicit teaching, strong routines and high expectations has continued to support excellent academic growth and positive student outcomes across the school.

A significant highlight of the year was the affirmation received through our independent school review process, which recognised the considerable work undertaken across recent years to strengthen instructional practice, school culture and strategic leadership. This review affirmed that St Margaret Mary's is exceptionally well placed for continued success and growth, a reflection of the dedication, professionalism and collective effort of our staff.

Our commitment to student wellbeing and inclusion has remained central to all that we do. We have continued to prioritise the development of a welcoming and inclusive learning environment where every child is known, valued and supported. Through strong structures, targeted supports and a highly collaborative staff approach, we remain focused on meeting the diverse learning and wellbeing needs of every student entrusted to our care.

Our Catholic identity continues to underpin and enrich school life, with prayer, liturgy, Sacramental celebrations and faith formation opportunities helping students to grow in their understanding of God's love and their call to live with compassion, justice and service toward others. Guided by the charism of St Margaret Mary, St Mary of the Cross MacKillop and the Sisters of St Joseph, we continue to foster a school culture grounded in Gospel values and lived faith.

Partnership with families remains one of the great strengths of our school community. The strong engagement of parents and carers in school life, from learning conversations and community events to everyday support of school initiatives, continues to strengthen the partnership between home and school and enrich the educational experience of our students. I thank our families for the trust they place in us and for the role they play in making St Margaret Mary's such a connected and supportive community.

This year has also seen continued progress toward the future development of our school facilities, with planning advancing for our Stage 2 building project. This exciting initiative will further enhance our learning environments and ensure our facilities continue to meet the needs of our growing school community for years to come.

As our enrolments continue to strengthen and our reputation within the local community continues to grow, we remain deeply committed to preserving all that makes St Margaret Mary's special: our strong sense of belonging, our genuine partnership with families, and our unwavering focus on ensuring every child is known, challenged and cared for.

I extend my sincere thanks to Fr Samuel Kapani for his spiritual leadership and partnership throughout the year, and to our dedicated staff whose professionalism, care and commitment continue to shape the outstanding learning environment we provide each day. I also thank our families and wider community for their ongoing support and partnership.

St Margaret Mary's continues to be a place of faith, excellence and belonging, and I look forward with great optimism to the opportunities and achievements that await in 2026.

Catholic Identity and Mission

Goals & Intended Outcomes

To continue nurturing St Margaret Mary's as a vibrant and authentically Catholic community where faith is lived, celebrated and witnessed through prayer, scripture, service and daily action, empowering all members of our community to deepen their relationship with God and live the Gospel through faith, hope and love.

Goals and intended Outcomes

Students will deepen their understanding of Scripture, Religious Education and Catholic Social Teaching, strengthening the connection between their faith learning and the way they live, learn and contribute to the world around them.

Staff, students and families will grow in their appreciation of Catholic traditions, prayer and sacramental life, recognising faith as central to the identity, mission and culture of our school community.

Relationships across the school community will continue to strengthen as interactions increasingly reflect Gospel values and are characterised by compassion, dignity, justice, forgiveness and respect for the inherent worth of every person.

Achievements

Continued to strengthen teacher capacity in Catholic Identity and Mission through targeted professional learning and collaborative planning led by the Religious Education Leader, supporting staff to authentically embed Catholic perspectives and faith formation opportunities across Religious Education and Inquiry learning.

Further embedded the Faith Life Lens within Integrated Inquiry curriculum, ensuring student learning remained grounded in Catholic worldview, Gospel values and opportunities for theological reflection and connection to contemporary life.

Enhanced the prayer and liturgical life of the school through regular whole-school prayer, weekly staff reflection, and meaningful liturgical celebrations across significant Church seasons, feast days and key milestones in the life of the school.

Strengthened student leadership in faith through increased student involvement in leading prayer, preparing and participating in school liturgies and Masses, altar serving, and representation at Catholic Education Week Mass at St Patrick's Cathedral.

Deepened the partnership between school and parish through ongoing collaboration with the Parish Priest, presentation of staff to the parish community, and the continued celebration of Family Masses and parish-based faith experiences.

Continued implementation of the Sacramental program in partnership with Sacred Heart Primary School and partner parishes through the Enrol–Learn–Celebrate–Journey On framework, strengthening faith formation and sacramental preparation for students and families.

Celebrated the sacramental milestones of students in Years 3, 4 and 6, with Family Faith Development Evenings further supporting parent engagement and shared responsibility in the faith journey of each child.

Maintained a visible and authentic Catholic culture throughout the school environment through prayer spaces, liturgical displays, seasonal reflections and faith-centred learning displays across classrooms and shared spaces.

Strengthened student understanding of Catholic Social Teaching through the work of the Mini Vinnies team and the implementation of service and social justice initiatives connected to classroom faith learning.

Fostered strong community participation in faith-centred celebrations through significant whole-school events including St Margaret Mary's Feast Day, Grandparents Mass, Shrove Tuesday family breakfast, Beginning and End of Year Masses, Graduation Mass and other parish-connected liturgical celebrations.

Value Added

Students demonstrated growing confidence and reverence in engaging in a wide range of faith-based curricular and co-curricular opportunities, taking an active role in the preparation, leadership and celebration of liturgies, prayer and other expressions of faith across the life of the school.

As a Catholic parish primary school, St Margaret Mary's remained deeply committed to the faith formation of every student, creating meaningful opportunities for students to encounter Christ, deepen their understanding of Scripture and Catholic tradition, and grow as people of faith guided by Gospel values.

Our Catholic Identity and Mission continued to be lived authentically through the integration of prayer, faith learning, service and Catholic Social Teaching across all aspects of school

life, ensuring faith remained central to the culture, learning and relationships within our community.

Participation in significant liturgical celebrations, feast days and Church events further strengthened students' understanding of Catholic traditions and fostered a deeper sense of belonging within the wider Church community.

We remain grateful for the spiritual leadership and pastoral guidance of Fr Samuel Kapani, whose presence and support continues to enrich both the school and parish communities.

Our strong partnership with the Parish of St Joseph, Newport and Spotswood continued to flourish, reflecting our shared commitment to working together in mission to nurture the faith, wellbeing and holistic formation of every child.

Learning and Teaching

Goals & Intended Outcomes

In 2025, St Margaret Mary's continued to strengthen teaching and learning through a clear focus on evidence-informed instruction, consistent classroom practice, and high expectations for all students. Guided by the MACS Vision for Instruction, staff worked collaboratively to embed teaching approaches grounded in research and cognitive science, ensuring learning experiences were purposeful, engaging and equitable across all classrooms.

Our priorities included:

Strengthening explicit instruction across literacy and numeracy
Improving the use of assessment and data to inform teaching
Reducing variability in classroom practice so all students experience consistent, high-quality learning,

Literacy

Goal: To use researched evidence-based practices to improve student Literacy outcomes F-6.

Intended Outcomes

Improve Phonemic Awareness (NWF) by 20% for bottom 25% percentile students
Increase Oral Reading Fluency (ORF) scores to align 85% student with grade level benchmark
Increased achievement level of 1 band by 20% of Yr 5/6 students in MAZE.
Targeted Instructional Coaching on focus areas
Implement Daily Review in literacy across F-6
Implement non-negotiables for Literacy block F-6
Track student data across summative and formative assessments.
Establish Writing assessment rubrics 3 - 6
Intervention groups implemented F-6

Mathematics

Goal: Use researched evidence-based practices to improve student number outcomes F-6

Intended Outcomes

Leadership in Change Management: School leaders effectively lead and manage change to support the implementation of best-practice teaching strategies.
Engagement in Professional Learning: All leaders and teachers access The Learning Framework In Number, a research-based, evidence-informed professional learning program,

to enhance instructional practices in teaching number

Data-Driven Assessment Practices: The school's assessment schedule is reviewed and refined to ensure alignment with evidence-based approaches to student learning and progress monitoring.

Achievements

Assessment and Data Use

The school reviewed and refined its assessment schedule, improving clarity, reducing unnecessary testing and strengthening the link between assessment and instruction.

Teachers were supported to analyse data collaboratively, increasing confidence in using assessment to inform planning and intervention.

Value Added for Students and the School Community

The improvements made in 2025 have added significant value to student learning and school culture.

Students benefited from greater consistency in teaching and routines, resulting in increased engagement, focus and time spent learning.

Literacy and numeracy outcomes showed measurable growth, particularly for students requiring targeted support.

Teachers are now more confident, intentional and aligned in their instructional practice, strengthening equity across classrooms.

Assessment data is used more effectively to identify learning needs early and respond with timely, targeted teaching.

External review and system data confirm strong growth trends in reading and numeracy, alongside positive perceptions of teaching quality, classroom climate and student–teacher relationships.

Families continue to value the school's commitment to both academic learning and wellbeing, recognising the positive learning culture and strong community connections.

Literacy

Achievements

In 2025, we deepened our commitment to evidence-based literacy instruction, consolidating the practices introduced the previous year. The school focused heavily on embedding the Science of Learning principles to refine pedagogical delivery and improve student outcomes.

Key achievements include:

Pedagogical Enhancements & Instructional Approaches

Reading Fluency Pairs were implemented across Grades 1–6 to build automaticity and prosody, ensuring students practice reading aloud with feedback.

Literacy Daily Reviews became a consistent practice, scheduled four times per week in all classrooms to support spaced retrieval and long-term retention of key concepts.

Engagement Norms were fully embedded into classroom routines, resulting in a noticeable reduction in extraneous cognitive load for students. This allowed learners to focus their working memory on core curriculum content.

Staff pedagogical understanding increased significantly, leading to higher fidelity in the delivery of Explicit Instruction.

Student Assessment & Data Tracking

Nonsense Word Fluency (NWF) goals were successfully reached for cohorts in Years 2–5.

Data analysis highlighted significant growth, specifically the bottom 25% of students in specified 'at-risk' year levels improved their NWF results by 20% or more.

Ongoing monitoring of fluency data was used to adjust instruction and ensure all students made progress toward reading proficiency.

Professional Learning and Staff Support

The Literacy Leader actively engaged in Western Region Literacy Network Meetings to stay informed about best practices in English education.

The Literacy Leader led a variety of in-house PD days on explicit instruction, literacy assessment and data analysis.

Targeted in-class support was provided by the Literacy Leader to strengthen high-impact teaching strategies in reading and writing.

School Impact Model – Literacy: The SMM School Impact Model draws from the key elements outlined in the MACS School Impact Model. This model focuses on improving student outcomes through coherent and aligned actions across student, teacher, leadership, and organisational levels.

Professional Learning Teams (PLTs) and Professional Learning Communities (PLCs) were utilized to:

Explore and experiment with Ochre resources in English.

Analyze literacy assessment data (such as PAT-R, Running Records, or DIBELS) to drive targeted teaching groups and intervention.

Mathematics Achievements:

In 2025, progress was made in developing and implementing mathematics instruction at our school, ensuring alignment with the Victorian Curriculum 2.0. Key achievements include:

Curriculum Development & Implementation

F-6 Curriculum Maps were expanded in line with Victorian Curriculum 2.0. and Ochre resources

The Victorian Curriculum Mathematics 2.0 was embedded

Teachers commenced Number Blast sessions for 20 minutes 4 times a week.

Daily Reviews were introduced at the beginning of each mathematics lesson, reviewing previously taught content.

Mathematics lessons were taught using the Explicit Instruction model.

Student Assessment & Data Tracking

Students were assessed using the Learning Framework in Number (LFIN), with growth tracked throughout the year.

LFIN data used to guide explicit instruction during number blast sessions.

A digital data wall monitored student progress through formative and summative assessments.

The assessment schedule was revised to include LFIN assessments.

Multiple data sources were collected and analysed to assess student progress, including Essential Assessment, PATM, LFIN Comprehensive Assessment, and MOI (for Foundation & Grade 1).

Teachers explored the use of checks for understanding (CFU) throughout maths lessons

Student Enrichment & Extension

High-achieving students in number participated in the AMT Bebras Computational Thinking Challenge and Problemo to further develop their problem-solving skills.

A numeracy intervention program was implemented to support students in grades 1-4 identified as at risk in number.

Professional Learning & Staff Support

The Mathematics Leader actively engaged in Western Region Maths Network Meetings to stay informed about best practices.

Targeted in-class support was provided by the Mathematics Leader to strengthen teaching strategies.

School Impact Model - Numeracy. SMM School Impact Model draws from the key elements outlined in the MACS School Impact Model. This model focuses on improving student outcomes through coherent and aligned actions across student, teacher, leadership, and organisational levels.

Professional Learning Teams (PLTs) and Professional Learning Communities (PLCs) were utilized to:

Explore and experiment with Ochre resources in mathematics.

Analyze LFIN data to drive targeted teaching groups.

Pedagogical Enhancements & Instructional Approaches

Mathematics Daily Reviews were experimented with across all classrooms to reinforce key concepts.

Teachers expanded their use of Ochre mathematics lessons, engagement norms, and Explicit Instruction strategies.

Intellectual preparation was explored using Ochre resources.

Work programs were updated to reflect explicit instruction methodologies and number blast sessions.

Staff engaged in professional readings and video resources to deepen their understanding of Explicit Instruction (MACS Walk thrus) and Daily Reviews. (AERO), Ochre

A shared vision for mathematics instruction was communicated with staff to ensure consistency and clarity in teaching practices.

These achievements reflect our school's commitment to delivering high-quality mathematics instruction, fostering student growth, and supporting staff in implementing best-practice teaching strategies.

Student Learning Outcomes

We are proud of the progress made and commit to ensuring this improvement is ongoing. In 2026 and beyond, we will focus on consolidating and embedding these practices to ensure sustained impact. By continuing to work in partnership with families and the parish community, St Margaret Mary's remains committed to providing a high-quality Catholic education where every child is supported to learn, grow and flourish.

Throughout 2025, our continued commitment to the Science of Learning led to a deepening of pedagogical understanding and measurable improvements in student literacy.

The priority resourcing of a dedicated Literacy Leader enabled us to experiment and expand our Explicit Instructional knowledge in core areas, whilst monitoring the fidelity and consistency of new and existing literacy programs.

The implementation of Reading Fluency Pairs across Grades 1–6 provided a structured approach to building automaticity and prosody, while the solidification of Literacy Daily Reviews reinforced long-term retention of key concepts across all year levels.

The rigorous application of engagement norms across the school proved transformative; by significantly reducing extraneous cognitive load, students were able to better direct their working memory toward core learning tasks. This alignment of classroom routines fostered

an environment where instructional time was maximized and learning variability was further reduced.

Assessment data validated these pedagogical shifts, particularly regarding Nonsense Word Fluency (NWF). Cohorts in Years 2–5 successfully reached their fluency goals, with the most significant gains seen in our priority students; the bottom 25% of these cohorts improved their results by 20% or more. This year marked a successful transition from initial implementation to the expansion of practice, establishing a robust platform for the rigorous instructional coaching and consistency focus planned for 2026.

In 2025, our school strengthened mathematics teaching and learning across Foundation to Year 6 through the deliberate use of research-based, evidence-informed practices. By embedding the Victorian Curriculum Mathematics 2.0 and implementing a consistent, explicit approach to teaching number, we improved the coherence, quality, and impact of mathematics instruction for all students.

Teachers were supported through targeted professional learning, coaching, and collaboration to build a shared understanding of effective numeracy instruction. The introduction of daily reviews, regular Number Blast sessions, and explicit instruction ensured students had frequent opportunities to consolidate essential number skills and build strong mathematical foundations.

Student learning was closely monitored using multiple data sources, including the Learning Framework in Number, PAT Maths, Essential Assessment, and classroom-based assessments. This enabled teachers to identify student needs early, tailor instruction, and track growth over time. Targeted intervention programs supported students at risk, while enrichment opportunities extended high-achieving students' problem-solving and computational thinking skills.

As a result, mathematics teaching is now more consistent, data-informed, and aligned across the school, ensuring students receive the right support and challenge at the right time. These improvements have strengthened our capacity to lift student number outcomes and build confident, capable mathematicians.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score		Mean Scale score	
Grammar & Punctuation	Year 3	406		415	
	Year 5	*		*	
Numeracy	Year 3	414		415	
	Year 5	*		*	
Reading	Year 3	411		420	
	Year 5	*		*	
Spelling	Year 3	402		410	
	Year 5	*		*	
Writing	Year 3	415		416	
	Year 5	*		*	

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Goals & Intended Outcomes

To strengthen a whole-school approach to student mental health and wellbeing by further embedding evidence-informed wellbeing and behaviour practices, building staff capacity, enhancing partnerships with families and external agencies, and fostering a safe, inclusive and values-driven learning environment in which every student is known, supported and empowered to flourish.

Build staff capacity to support student wellbeing through leadership development, professional learning and collaborative practice.

Embed consistent and evidence-informed wellbeing, engagement and behaviour practices across all year levels.

Strengthen partnerships with families and external agencies to support the diverse and individual needs of students.

Promote a positive, inclusive and connected school culture through student voice, leadership and community engagement.

Strengthen student agency and self-regulation through the explicit teaching of behavioural, emotional and relational expectations.

Achievements

Achievements

Leadership and Staff Capacity Building

The Student Wellbeing Leader continued to provide strong leadership of wellbeing initiatives across the school, supporting the strategic implementation of student wellbeing priorities.

The Mental Health and Wellbeing Leader progressed through Year 2 of the Mental Health in Primary Schools initiative, engaging in professional learning and Community of Practice networks to strengthen whole-school mental health capability.

Professional learning led by the Mental Health and Wellbeing Leader enhanced staff capacity to identify, understand and respond to student mental health and wellbeing needs.

The Children's Wellbeing Continuum was embedded to support staff in monitoring student wellbeing and strengthen shared language and understanding around student mental health.

The Student Wellbeing Leader attended MACS network meetings and professional learning opportunities to remain informed of emerging wellbeing trends and best-practice approaches.

Student Support and Partnerships

Strong partnerships with external support agencies were maintained, including CatholicCare through the continued appointment of a provisional psychologist one day per week to support students and families.

The appointment of a speech pathologist further strengthened referral pathways and early intervention support for students requiring additional assistance.

The Student Wellbeing Leader and Learning Diversity Leader worked collaboratively with teaching staff to build teacher capacity in supporting students' social, emotional and academic development.

Ongoing liaison with external professionals and agencies ensured comprehensive support for students and families experiencing additional needs or challenges.

Whole School Wellbeing and Behaviour Practices

The Whole School Behaviour Curriculum continued to be embedded in alignment with MACS Western Zone Vision for Instruction priorities, promoting a consistent and proactive approach to behaviour development and student self-regulation.

Classroom engagement norms were further embedded across the school, supporting calm, predictable and purposeful learning environments.

Explicit teaching of behavioural expectations and routines continued to strengthen student understanding of positive behaviours, respectful relationships and self-regulation strategies.

Social Emotional Learning lessons continued to be planned and delivered across all year levels, informed by evidence-based practice, the Victorian Curriculum and student wellbeing data.

Staff were supported with practical resources and strategies to implement responsive classroom-based wellbeing supports tailored to student need.

Transition and Inclusion

A comprehensive Kinder to Foundation transition program supported students and families through information sessions, orientation opportunities, buddy experiences, preschool visits and targeted planning meetings for students requiring additional support.

Transition to secondary school processes were strengthened through detailed handover procedures and transition activities designed to support Year 6 students in preparing confidently for Year 7.

Targeted transition planning supported students requiring additional adjustment or wellbeing support during key transition periods.

Student Voice, Leadership and Engagement

Year 6 student leaders actively promoted school values and contributed positively to the development of student culture and connectedness across the school.

Year 5 students participated in the Year 6 leadership appointment process, strengthening student voice and leadership development opportunities.

Weekly whole-school values assemblies led by Year 6 Wellbeing Captains celebrated and recognised students demonstrating the school's values.

The Student Representative Council continued to meet regularly, providing students with meaningful opportunities to contribute to school improvement and student life.

Community and Student Wellbeing Initiatives

Wellbeing communication remained a regular feature of the school newsletter, strengthening community awareness and engagement with wellbeing initiatives.

External wellbeing education opportunities including cyber safety and Bodyworks sessions were provided to students and families.

Alternative play opportunities during break times supported inclusion and positive engagement for students requiring structured or differentiated play options.

The Years 3–6 camp program continued to promote resilience, independence, teamwork and student connectedness through rich learning experiences beyond the classroom.

Students engaged in regular learning conversations to reflect on and celebrate their strengths, growth and learning progress.

Attendance and Engagement

Student attendance remained a key focus, with proactive monitoring, tracking and intervention processes strengthening community understanding of the link between attendance, engagement and academic achievement.

Value Added

Participation in the Mental Health in Primary Schools initiative significantly enhanced the school's capacity to respond proactively and strategically to emerging student mental health and wellbeing needs.

Strengthened partnerships with external agencies enabled the provision of increasingly targeted and responsive support for students and families facing complex challenges.

The embedding of evidence-informed wellbeing, behaviour and social-emotional learning practices strengthened consistency across classrooms and enhanced students' social, emotional and behavioural development.

A continued focus on attendance, engagement and student voice contributed positively to student connectedness, sense of belonging and overall participation in school life.

Student Satisfaction

Student satisfaction and wellbeing remained a key focus throughout 2025, with continued refinement of whole-school practices designed to strengthen student connectedness, engagement and belonging.

Participation in the Mental Health in Primary Schools initiative further enhanced the school's capacity to respond proactively to emerging student mental health and wellbeing needs.

The continued embedding of evidence-informed wellbeing, behaviour and social-emotional learning practices supported calm, safe and predictable learning environments, with the 2025 School Review affirming St Margaret Mary's as a safe, welcoming and caring environment underpinned by a strong positive behaviour approach.

Student voice and leadership opportunities were strengthened through student leadership roles, the Student Representative Council and participation in whole-school assemblies and community initiatives.

Partnerships with external agencies and allied health professionals enabled increasingly targeted support for students and families requiring additional wellbeing intervention.

Feedback gathered through the 2025 School Review identified positive staff-student relationships as a key strength, with students, parents and families consistently describing the school as a caring, respectful and supportive community.

MACSSIS data indicated that students continue to recognise the school's high expectations for learning and behaviour as a strength, reflecting St Margaret Mary's commitment to a culture of responsibility, engagement and personal excellence.

A continued focus on attendance, inclusion and student engagement supported strong levels of participation and belonging across the school community.

Student Attendance

Student attendance is recorded twice daily by classroom teachers using our student management system, with records maintained on each student's file in line with Victorian requirements. The Principal holds overall responsibility for attendance, with administration supporting consistent monitoring and follow-up.

Unexplained absences are followed up with parents or carers on the same day, as soon as practicable, using SMS, phone, or other agreed communication methods. Reasons for absence are recorded, with clear processes ensuring accurate documentation and timely communication.

Attendance continues to be a strong focus, supported by consistent whole-school practices and proactive engagement with families. These structures enable early identification of attendance patterns and support students to remain connected and engaged in their learning.

2025 Attendance Data

Year Level Attendance (%)

Prep 84.2

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Average Student Attendance Rate by Year Level	
Y01	93.86
Y02	90.49
Y03	93.33
Y04	94.74
Y05	91.38
Y06	88.59
Overall average attendance	92.07

Leadership

Goals & Intended Outcomes

To continue embedding a strong culture of professional growth and instructional excellence through evidence-informed teaching practices aligned to the MACS Vision for Instruction.

To build leadership capacity across the school by strengthening middle leadership structures and collaborative leadership processes.

To further develop staff capability in the use of data, feedback and reflective practice to inform teaching, monitor student progress and improve learning outcomes.

To strengthen whole-school consistency in curriculum planning, instructional delivery and assessment practices to ensure high-quality learning experiences for all students.

To maintain a professional, collaborative and faith-centred school culture grounded in the values of Respect, Integrity, Compassion and Excellence.

Achievements

Throughout 2025, St Margaret Mary's continued to strengthen leadership capacity and whole-school improvement processes through a sustained focus on strategic, instructional and faith-centred leadership. Leadership structures were refined to strengthen expertise across the team and further build middle leadership capacity, supporting the ongoing development of staff and embedding excellence in planning and documentation across the school.

Leadership remained committed to embedding the MACS Vision for Instruction and guiding the school through the continued transition toward an explicit instruction model. This work supported the strengthening of evidence-based teaching practices and greater consistency in classroom instruction across the school.

Weekly leadership meetings were held to monitor Annual Action Plan priorities, review school improvement initiatives and maintain strategic oversight of improvement goals. A Leadership Planning Day was also conducted to reflect on school progress, evaluate strategic priorities and establish direction for future school improvement planning.

Leadership prioritised building staff capability through structured collaboration, facilitated planning and coaching processes. Weekly Professional Learning Community meetings and facilitated planning sessions continued to provide staff with opportunities to analyse data, reflect on practice and collaboratively plan for student learning.

Leadership maintained a strong focus on staff induction, mentoring and professional growth through structured Performance Planning and Review meetings aligned to the Australian Professional Standards for Teachers. Induction processes and the continued development of the digital Staff Handbook further strengthened clarity, consistency and effective onboarding of new and returning staff.

Student wellbeing and learning remained central to leadership decision-making, with staffing, resourcing and operational decisions consistently prioritising student needs and positive school culture. Student leadership opportunities continued through the Student Representative Council and School Captain roles, fostering student voice and agency across the school.

Strong governance and operational management remained a priority, with the School Advisory Council and Consultative Committee continuing to provide valuable input into school improvement, staffing, strategic planning and community voice. Leadership also ensured continued compliance across all mandated areas including Child Safety, Mandatory Reporting, Emergency Management, First Aid and Anaphylaxis requirements.

Investment in school resources remained a priority, with continued renewal of ICT infrastructure, library resources and classroom teaching materials to support contemporary, engaging and high-quality learning environments

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
Professional learning throughout 2025 remained closely aligned to the School Improvement Plan, Annual Action Plan and strategic priorities of the school. Staff engaged in a broad range of professional learning opportunities designed to strengthen instructional practice, leadership capability, compliance knowledge and student support processes. Professional learning included: • Explicit Instruction and Instructional Coaching • InitialLit, MiniLit and MacqLit training, UFLI - literacy • Functional Behaviour Analysis • ACER Data Analysis Professional Learning • Inclusive Teaching and Learning with Down Syndrome Victoria • Flourishing Learners Professional Learning • Literacy and Numeracy Network participation • Maths Leaders Network, Learning Framework in Number PL • Religious Education Network and Accreditation Support • Child Safety and Mandatory Compliance Training • First Aid, CPR and Anaphylaxis Training • Middle Leadership Professional Learning • Principal, Deputy Principal and Wellbeing Network Meetings • Learning Diversity and ICT Network Professional Learning • Finance and Governance Network Meetings • Principal and Parish Priest Briefings	
Number of teachers who participated in PL in 2025	22
Average expenditure per teacher for PL	\$1500.00

Teacher Satisfaction

Teacher satisfaction data reflected a highly positive and improving staff culture throughout 2025. Staff overall positive endorsement increased significantly from 64% in 2024 to 75% in 2025, exceeding the MACS average.

Staff continued to report strong perceptions of collaboration, collective efficacy and leadership support, with particularly positive endorsement in areas relating to teamwork,

professional collaboration and leadership support. Staff also reported high satisfaction regarding access to professional learning and the school's social and learning climate.

These results reflect the school's continued focus on fostering a collaborative professional culture in which staff feel supported, valued and empowered to work collectively toward school improvement and enhanced student outcomes.

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

Staff Composition	
Principal Class (Headcount)	
Teaching Staff (Headcount)	
Teaching Staff (FTE)	
Non-Teaching Staff (Headcount)	
Non-Teaching Staff (FTE)	
Indigenous Teaching Staff (Headcount)	

Community Engagement

Goals & Intended Outcomes

To strengthen the collaborative partnership between home, school and the wider community to support student learning and wellbeing.

To foster active and positive engagement between parents and staff in order to optimise student learning and wellbeing outcomes.

Achievements

Throughout 2025, St Margaret Mary's continued to foster strong partnerships between home, school and the wider community, recognising that authentic collaboration is essential in supporting student learning, wellbeing and belonging.

Digital communication remained an important tool in strengthening school–community connection, with the school actively utilising its official Facebook and Instagram platforms to share school news, celebrate student learning and promote school events. Fortnightly newsletters published via the school website also ensured families remained informed and connected to school life.

A strong focus was placed on welcoming new families into the school community. A private Facebook group for Prep 2025 families was established to support connection prior to commencement, alongside a Parent Welcome Gathering on the first day of school. A comprehensive Prep transition program was implemented for incoming students and families, including parent induction sessions, transition visits, community welcome sessions, and kindergarten visits conducted by the Prep teacher and Learning Diversity Leader.

Strong relationships between families and teachers were further supported through early-year 'Getting to Know You' interviews, providing valuable opportunities for communication, partnership and relationship building between home and school.

The school continued to nurture its strong parish and faith connections through the celebration of the Sacraments of Penance, Eucharist and Confirmation, involving students, families and the wider parish community. Family Masses continued to be held each term, further strengthening the connection between parish and school, while the school community gathered at the conclusion of the year for a whole-school Mass and student-led carols celebration.

A wide range of community events and celebrations provided opportunities for family engagement and school spirit throughout the year. These included the Easter Bonnet Parade

and Raffle, Grandparents' Day celebrations, Catholic Education Week activities, Book Week Parade, and the celebration of Year 6 Graduation. Students also participated in broader civic and community events, including local Remembrance Day commemorations.

Parent and community involvement remained a valued part of school life. The Fundraising and Social Group continued to play a significant role in strengthening community connection and school spirit through the organisation of events including Mother's and Father's Day stalls, school discos, trivia night and additional fundraising initiatives. Parent Helper Training was also provided to support families wishing to contribute within classrooms and school programs.

Families were actively engaged in consultation and feedback processes throughout the year, including participation in the School Review process through surveys and focus groups, and consultation opportunities relating to future planning initiatives such as the 2026 camp program and school logo redesign. Feedback was also gathered through the annual MACSSIS survey completed by students, staff and families.

The school continued to strengthen external partnerships and broaden student opportunities through its ongoing partnership with Emmanuel College, participation in local sporting clinics and district sporting events, and through student engagement in service and action projects linked to Faith and Inquiry learning.

The implementation of actions from the school's Marketing and Communication Plan continued throughout the year, alongside the successful hosting of a School Open Day during Catholic Education Week, further strengthening engagement with both current and prospective families.

Parent Satisfaction

Parent satisfaction remained positive throughout 2025, reflecting the strong sense of partnership, communication and community experienced by families at St Margaret Mary's. In the 2025 MACSSIS survey, parent overall positive endorsement was recorded at 63%, remaining consistent with the previous year and reflecting generally positive family perceptions of the school community.

This positive feedback was further affirmed through the 2025 School Review, which identified the strong sense of community and partnership between families and the school as a key strength. The review highlighted the positive, approachable and supportive relationships between leadership, staff and families, noting that these relationships continue to foster trust and strengthen the partnership between home and school.

Families continued to express appreciation for the welcoming and inclusive nature of the school, the approachability of staff, and the emphasis placed on creating a caring and connected community where each child is known and valued. Clear and effective

communication processes were also recognised as a strength of the school, further enhancing engagement and connection with families.

Feedback gathered through formal and informal channels, including the MACSSIS survey and School Review consultation process, will continue to inform strategic planning and ongoing school improvement as St Margaret Mary's seeks to further strengthen family engagement and community partnership.

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.smmspotswood.catholic.edu.au