



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



St Mary MacKillop Primary School

152 Odessa Avenue, KEILOR DOWNS 3038

Principal: Anthony D'Amico

Web: www.mmkeilordowns.catholic.edu.au

Registration: 1877, E Number: E1333

Principal's Attestation

I, Anthony D'Amico, attest that St Mary MacKillop Primary 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 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 03 Apr 2025

About this report

St Mary MacKillop Primary 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

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

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

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

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

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

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

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

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

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

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

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

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

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Vision Statement

Inspiring spirit-filled young minds to flourish.

Mission Statement

We are a nurturing learning community grounded in the teachings of Jesus Christ and the charism of Saint Mary MacKillop.

Our mission is to foster holistic growth, academic excellence, and a compassionate spirit within each student. We strive to inspire lifelong learning, cultivate moral integrity, and empower our students to be responsible stewards of God's creation.

United in faith, we are committed to providing a supportive environment where every child is valued, challenged, and equipped to realise their God-given potential.

School Overview

St Mary MacKillop Primary School (SMMPS) was established in 1983 on the site of Sacred Heart School in St. Albans. In 1984 the school moved to its present site in Keilor Downs, then a new and rapidly expanding suburb in the outer north-west of Melbourne.

2024 saw an enrolment of 518 students of whom 19.5% come from a language background other than English. The cultural and ethnic diversity of SMMPS is greatly valued and is drawn from over fifty different nationalities. 2024 class groupings comprised 22 grades with three streams at each year level and four streams in Year 5.

There were 53 teaching members of staff and 17 support staff. Specialist programs include; Physical Education, Perceptual Motor Skills Program, Library/Media, Digital Technologies, Visual Arts and LOTE (Italian). The school provides targeted teaching in Maths and English. Learning programs are supported by a structure that involves a Religious Education Leader, Well-Being Leader, Literacy Leaders, Maths Leaders, Inquiry Leader, Learning and Teaching Leader, Learning Diversity Leader, Deputy Principal and Principal. The school has excellent facilities that are continually being modernised and upgraded. Tension Woods: a new building comprising a library, digital technologies studio, visual arts studio, meeting rooms and allied health spaces, opened in March 2024.

The school's proximity to the parish church, with its rich collection of religious icons and art work, adds to the school's clear and strong Catholic identity. SMMPS prides itself on providing a safe, secure and stimulating environment that directly contributes to student well-being and learning.

Principal's Report

As Principal of our wonderful school, I take this opportunity to pause in deep reflection and heartfelt gratitude. I am filled with pride in the collective achievements and progress of our staff, students, and wider community. Our journey—guided by the wisdom and charism of our patron, St Mary MacKillop—has been marked by faith, dedication, and continual growth.

The outstanding learning environments and state-of-the-art facilities we now enjoy are a testament to our shared commitment to providing the very best for our students. These developments not only enhance the educational experience but also foster a strong sense of belonging and pride among students and staff. I am profoundly grateful for the creativity, hard work, and passion that brought these projects to life.

Our school is truly blessed with students whose enthusiasm and curiosity bring joy and purpose to our work. Their bright smiles and eager minds serve as daily reminders of the importance of our mission—to shape and support the next generation. Their spirit motivates us to continually strive for excellence in both education and personal development.

I wish to extend my sincere thanks to Mr Anthony D'Amico, who served as Acting Principal throughout Terms 2 to 4 in 2024. His steadfast leadership and commitment to excellence ensured the continued growth and success of our school community. I also express my deep appreciation to Monsignor Charles Portelli, whose spiritual leadership and wise counsel remain invaluable. His ongoing support has been a guiding light, helping us navigate challenges and celebrate milestones. Monsignor Portelli's enduring dedication to our mission and values has profoundly enriched our community.

Above all, the legacy of St Mary MacKillop remains a source of daily inspiration. Her devotion to the education and care of children lies at the heart of our school's ethos. We strive to embody her call to “never see a need without doing something about it.” Her life of faith, resilience, and compassionate service continues to guide our actions and reminds us that, through kindness, courage, and unwavering faith, we can each make a meaningful difference in the lives of others.

Catholic Identity and Mission

Goals & Intended Outcomes

Goals Intended Outcomes

- To be witness to the Catholic Mission

Intended Outcomes

- That our school community lives out the Catholic mission in our world today
- To make explicit connections between the charism of St Mary MacKillop and Jesus Christ.

Achievements

The Catholic culture and mission of the school are grounded in a strong focus on liturgy, Scripture, the sacraments, and prayer. Children attend Mass at our school church 3 times each term. The school draws inspiration from the charism of St Mary MacKillop, exploring how she brought others closer to Jesus through her work. A highlight of the year is the whole-school celebration of the Feast of St Mary MacKillop, our Lent liturgy and Thanksgiving Mass.

The Social Justice Action Group, led by the Religious Education Leader and made up of Year 6 students, identifies local community groups and organisations that embody the values of "loving one another" and "seeing a need and doing something about it." Each term, the group organises a school-wide social justice initiative.

The wider school community is kept informed through termly newsletters.

Teachers engage in ongoing professional learning focused on Scripture, prayer, and Catholic Tradition. They are encouraged and supported to complete accreditation courses and maintain their accreditation.

Through facilitated planning, teachers are supported in bringing the Scriptures and the person of Jesus to life in the classroom. Teachers have reported that professional development opportunities focused on understanding the history and significance of the sacraments, as well as how to unpack Scripture in a classroom setting, have positively impacted their confidence and effectiveness in planning and teaching.

Teachers collaborate closely with their teams and the Religious Education Leader to design rigorous and engaging Religious Education lessons. These plans incorporate clear learning scaffolds, content progression, and the identification of appropriate assessment tools. Big

ideas, key understandings, and assessment tasks are thoughtfully integrated into the planning process. To actively engage students, teachers use a range of strategies including storytelling, art, drama, investigation, and open dialogue.

The Religious Education Leader is a qualified Godly Play storyteller. In 2024, a classroom was specifically furnished and resourced as a dedicated Sacred Space—a place where students can encounter Jesus and the people of God through Godly Play storytelling. Godly Play is embedded within the Religious Education curriculum. It plays a vital role in both the progression of learning content and in nurturing students' experience and understanding of Catholic spirituality.

Value Added

- Daily prayer in classrooms (teacher- and student-led)
- Whole School Masses to celebrate significant feast days
- Student responsibility in whole-school and sacramental Masses
- Year level attendance at parish Mass
- Prayer led by students at Assemblies
- REL engagement with all classes across the school
- Godly Play embedded into the RE curriculum across all Year Levels
- REL engagement in sacrament preparation
- Excursions to the National Gallery of Victoria, St Patrick's Cathedral, Mary MacKillop Heritage Centre, and Mary MacKillop Place to foster learning and connection to Catholic identity and faith
- Family Faith Formation evenings to engage families in sacramental preparation
Liturgical, Feast day and special celebrations: Lent, Easter, Pentecost, Christmas/
Thanksgiving, St Mary MacKillop Feast Day, Feast of the Assumption, Month of the
Rosary etc.
- Online liturgies to celebrate significant feast days and seasons are made available to classes
- Community partnerships with Rosary Home and the parish sister school
Active Social Justice Group
- Regular Religious Education articles in the school newsletter, Staying Connected

Learning and Teaching

Goals & Intended Outcomes

Goal

- To empower students in their learning

Intended Outcomes

- That students are active participants and engaged in their learning
- That students are successful in their learning

Achievements

- Literacy and Mathematics resources are purchased and distributed across the school.
- Teachers planned and implemented differentiated learning opportunities for all students.
- Staff began professional development on the Vision for Instruction and the Learning Model.
- Trialling the use of Ochre mathematics daily review resources in classrooms.
- Glen Pearsall provided professional development for staff on classroom management and engagement strategies.
- Teachers strive to develop strong personal relationships with students and 'know' their students as individual personalities and learners.
- Competed in the 2024 Wakakirri (story through dance competition).
- Rich curriculum experiences in PE, Library Media, Digital Technology, The Arts (Performing) and LOTE.
- Curriculum support in classrooms and targeted support for Graduate Teachers.
- Inquiry-based activities have been developed based on student interests, and students are highly engaged in these differentiated learning activities.
- Launched a new P-1 Phonics Scope and Sequence.
- Introduced the Heggerty phonological awareness program in the Early Years
- Continued to encourage at-home reading via the Read-O-Rama challenge.
- Continued our subscription to the Mathletics program to support classroom and home-based learning
- Trialled Bright Path mathematics assessments.
- Teachers and Learning Support Officers engaged in a range of professional learning opportunities, including a sequence of training modules exploring Phonics.
- The school collects and analyses a wide range of data, including Pat-R, Pat-M, Fountas & Pinnell, SAST, EOI, MOI, ToPALL, student welfare, attendance and behaviour information.

- Teachers discuss data from classroom tests and observations, and use this data to identify students who would benefit from targeted support.
- Continued employment of a part-time Speech Pathologist.
- Students who have been identified with learning difficulties receive additional support from teachers and learning support officers.
- Students with additional learning needs have Personalised Learning Plans that have been developed in partnership with teachers and families following NCCD guidelines.
- Digital technologies are embedded in the curriculum and teaching practices. Students in years Prep to 2 have access to iPads, and students in years 3 to 6 use laptops.
- Teachers and students are skilled in the use of technology, and it is used to enhance the quality of learning experiences and to provide high-quality differentiation.
- Curriculum documents establish a broad, coherent, sequenced plan for curriculum delivery. The documents are aligned with the Victorian curriculum and make explicit what teachers should teach and students should learn.
- Teachers meet in year-level teams to plan units of work, develop assessments and moderate student standards.

Student Learning Outcomes

Our 2024 NAPLAN results show that the majority of our Year 3 students are close to or above the Strong or Exceeding proficiency levels in Reading, Writing, Spelling and Numeracy. However, only one-third met the proficiency expectation in Grammar and Punctuation. The majority of our Year 5 students are at the Strong or Exceeding proficiency levels in all NAPLAN test areas, with notably high results in Writing.

Our school is dedicated to improving student learning outcomes. We have implemented a range of strategies and programs to achieve this goal. Our curriculum is designed to meet the diverse needs of all students, including those who are at risk. Our teachers use data-driven instructional practices to identify areas for improvement and tailor their teaching to meet the needs of individual students. Our school has established processes for setting goals and targets for student outcomes, including regular reviews of student progress and achievement data. For students who are at risk, we have intervention programs that provide additional support and resources to help them achieve their full potential. By continuously monitoring and adjusting our approach, we strive to ensure that every student at our school can achieve academic success and reach their full potential.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	381	33%
	Year 5	490	64%
Numeracy	Year 3	386	48%
	Year 5	479	59%
Reading	Year 3	393	66%
	Year 5	504	76%
Spelling	Year 3	390	56%
	Year 5	491	78%
Writing	Year 3	407	82%
	Year 5	510	91%

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

Student Wellbeing

Goals & Intended Outcomes

Goals

- To empower students in their learning.
- To create a learning environment that enables consistent, whole school practices.

Intended Outcomes

- That students are safe, happy and learning.
- To create a common shared language, purpose and pedagogy.

Achievements

Leaders and staff remain strongly committed to fostering a welcoming, safe, and positive learning environment for all students. Through the consistent implementation of Positive Behaviour for Learning (PBL) practices, students have a clear understanding of the four whole-school expectations and the behaviours aligned with each, tailored to their stage of development.

Students report feeling safe both in the classroom and in the playground, supported by clear processes for addressing inappropriate behaviour. They feel confident approaching any staff member for support or to raise concerns, reflecting the strength of relationships across the school community.

Social-emotional learning, particularly in the area of self-regulation, supports students' readiness to learn. The provision of alternative, supervised play opportunities and access to tailored equipment enables students with additional needs to engage meaningfully and positively with their peers during break times.

Student agency is actively promoted through a range of avenues including participation in the Student Representative Council (SRC), contributions to learning design, involvement in social justice initiatives, and student-led learning projects. These opportunities foster ownership, responsibility, and a strong sense of belonging.

Value Added

- Staff engaged in professional development in the first semester to review staff understanding of the key fundamental elements of Positive Behaviour for Learning at the Tier One level.

- Students engaged in forming class based charters of student expectations.
- The school engaged in the initial year of implementing the Mental Health in Schools program.
- The School Counselling Program provided by Catholic Care was extended to 2 days per week.
- Student Voice continues to be prioritised through actions of a SRC.
- Extending staff skills and competency in provision of support for students with specific needs through the National Consistent Collection of data (NCCD).

Student Satisfaction

Results from our 2024 MACSSIS student satisfaction survey reflect exceptionally strong outcomes, with ratings exceeding the MACS schools' average across Melbourne. Our students report feeling valued, listened to, and empowered with voice and agency in their learning. They believe their teachers consistently set high expectations and support them in areas such as persistence, effort, understanding, and performance.

Students also express a deep appreciation for our school's strong Catholic identity and affirm that they feel a genuine sense of belonging and safety within our positive learning environment.

Overall, the student positive endorsement rate sits at 77%, significantly above the MACS average of 64%, underscoring the strength of our school culture and student experience.

Student Attendance

See Table

Average Student Attendance Rate by Year Level	
Y01	90.6
Y02	90.1
Y03	90.9
Y04	91.0
Y05	90.8
Y06	90.0
Overall average attendance	90.6

Leadership

Goals & Intended Outcomes

Goal

- To build teacher capabilities and confidence to cause learning

Intended Outcomes

- That there is strong teacher efficacy, individual and collective
- That teachers are able to meet the varied needs of their students

Achievements

Each year, the school's vision and strategic direction are reviewed as part of a structured process aimed at providing staff with ongoing professional development and ensuring clarity around the school's priorities for the year ahead. Staff have found this process to be comprehensive, inclusive, and conducive to open dialogue. It enables meaningful conversations about the school's goals, intended outcomes, and the collective role of staff in achieving them.

Staff consistently report that school policies are considerate of both their professional responsibilities and personal well-being. School leaders are approachable and responsive, actively sourcing relevant resources and providing timely support as needed. There is a strong culture of trust, where staff feel confident raising concerns or offering suggestions, knowing these will be received and addressed in a respectful and constructive manner.

Leadership demonstrates a proactive approach to professional learning, with a clear focus on building staff capacity in alignment with school priorities and operational processes. Staff are encouraged to participate in network meetings and external learning opportunities that support the school's strategic goals. Internal professional learning sessions, particularly those held during staff meetings, are described by staff as engaging, relevant, and of high quality.

In addition to formal learning opportunities, teachers regularly engage in informal feedback processes, including team meetings, collegial dialogue, peer observations, and annual performance and development meetings. These practices contribute to a reflective and collaborative professional culture.

The school leadership team is committed to providing high-quality facilities that support both professional collaboration and student learning. Continuous investment in infrastructure

reflects the school's ongoing dedication to creating environments that foster connection, innovation, and growth.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<ul style="list-style-type: none"> • School Improvement Team engaged in Regional School Improvement Network which rolled out the Vision for Instruction • Classroom teachers and leaders worked with an external consultant each term to improve their capacity to plan, implement and assess student and teacher-initiated discovery and Inquiry approaches to learning and teaching • Domain leaders engaged in external professional development within their specialist areas, including Mathematics, English, Learning Diversity, Religion and Well-being • Staff engaged in a full day of professional learning with Australian's Together to explore First Nation's perspectives across the school curriculum, Catholic Identity and links to Catholic Mission • Learning Support Officers meet weekly to engage in in-house professional development facilitated by the Learning Diversity leader • Teachers engaged in professional development of speech-related issues and phonics with our externally engaged Speech Pathologist • Two new leadership staff received external coaching on leadership and management strategies • Multi-Lit workshops for our Learning Diversity Leader and English Leader • Two new teaching staff attended the Mary MacKillop Colloquium with the Religion Leader • Teachers and LSOs worked with an external consultant, Glen Pearsall, on classroom management and questioning techniques • Professional Learning Teams in English and Maths and other subject area as identified as priority at any given time • Weekly Collaborative Planning • Individual support from school leaders and colleagues. 	
Number of teachers who participated in PL in 2024	65
Average expenditure per teacher for PL	\$651.00

Teacher Satisfaction

Our 2024 MACSSIS staff survey results demonstrated a strong culture of learning, collaboration and self-efficacy. Our teacher survey data showed an overall positive

endorsement of 84%, compared to the MACS average of 67%. Teacher perceptions of our school climate, student and staff safety, relationships, feedback, Catholic identity, and all other areas of our 2024 MACSSIS survey data are above MACS averages.

Teacher Qualifications	
Doctorate	0
Masters	9
Graduate	4
Graduate Certificate	0
Bachelor Degree	33
Advanced Diploma	5
No Qualifications Listed	7

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	49
Teaching Staff (FTE)	39.09
Non-Teaching Staff (Headcount)	24
Non-Teaching Staff (FTE)	17.28
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal

- To create a learning environment that enables consistent, whole-school practices

Intended Outcomes

- That there is a common/shared language, purpose and pedagogy.

Achievements

As a school community, we take great pride in our strong communication practices and the high level of connectivity we maintain with our families. Our Staying Connected parent newsletter continues to be a key tool in sharing learning highlights, celebrating community achievements, and promoting the Catholic identity of our school. This has been complemented effectively by other digital communication channels.

Throughout the year, we engaged with families through a variety of forums, including online three-way Learning Conversations and in-person Program Support Group (PSG) meetings. Teachers maintained regular contact with parents through platforms such as SeeSaw, phone calls, and other offline means.

The School Advisory Council (SAC) and Student Representative Council (SRC) met regularly to represent student and parent voice and to drive school initiatives. These groups played a key role in launching innovative ideas, coordinating fundraisers, and supporting charitable causes. Notable events included the Wakakirri National Story-Dance Festival and the vibrant Colour Run.

Our sense of community was further strengthened through well-attended events such as School Assembly each Monday morning, the Christmas Carols on the school oval, Mother's Day and Father's Day breakfasts, and the Book Week Parade. Leadership groups, including our School Captains, also made significant contributions through their dedicated service and passion for our school.

Parent Satisfaction

Our overall 2024 MACSSIS parent endorsement survey data is 72%, which is above the MACS average of 69%. Our families believe that we meet the developmental needs of their

children and have a positive view of our social and learning climate. The frequency and quality of our communication is strong and so is parental engagement with the Catholic identity of the school.

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.mmkeilordowns.catholic.edu.au