



Melbourne Archdiocese
Catholic Schools

2025

Annual Report to the School Community



Mary Immaculate School

9 Rockbeare Grove, IVANHOE 3079

Principal: Geraldine Crowe

Web: www.miivanhoe.catholic.edu.au

Registration: 1164, E Number: E1102

Principal's Attestation

I, Geraldine Crowe, attest that Mary Immaculate 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 27 Feb 2026

About this report

Mary Immaculate 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 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

Vision and Mission

A dynamic and caring community, committed to enacting our faith; inspiring, challenging and engaging lifelong learners.

(Excellence, Integrity, Inclusiveness and Respect)

School Overview

Mary Immaculate Primary School (MIPS) is located in the north-eastern suburb of Ivanhoe, eight kilometres from Melbourne's CBD. MIPS is situated in a quiet and leafy area of the suburb, close to the beautiful Darebin Parklands and Darebin Railway Station.

MIPS is one of two Catholic primary schools that are part of the Mary Mother of the Church Catholic Parish, Ivanhoe, and our Church is situated a block away from our school, on Upper Heidelberg Road. Mary Immaculate Church has undergone significant reconstruction and refurbishment, and was formally opened and blessed by Archbishop Peter Comensoli and Fr Bill.

Our enrolment for 2025 was 102 students in the following six class level structures: Prep, Year 1, Year 2, Year 3, Year 4/5 and Year 5/6.

Staffing in 2025 included 23 full and part-time staff members, many of whom undertake a number of roles: nine classroom teachers, four specialist teachers - Science, Physical Education, Italian & Performing Arts, six Learning Support Officers, one Office Manager, Deputy Principal, Learning and Teaching Leader, Religious Education Leader, Mathematics Leader, Literacy Leader, Learning Diversity and Student Well-being Leader, eLearning Leader, Environment and Sustainability Leader, Sport Coordinator, Visual Arts Coordinator, FIRE Carrier Leader and Principal.

Specialist classes for all year levels included: Italian, Performing Arts, Physical Education and Science. Class teachers have an additional specialist teaching role of either Digital Technologies, Library or Visual Arts, to ensure that all students experience broad and engaging learning.

Aligned with our Vision Statement, an ongoing focus for 2025 was prioritising our community wellbeing. We continued to further develop and embed a 'culture of thinking' across our school community so that our learners have the capabilities, skills and dispositions to be resilient and active problem solvers. Our strategic intent, as documented in our School Improvement Plan, is that 'all learners in our school community will be engaged, enabled and supported'.

We continued as a 'Partnership School' with The Resilience Project in order to further support our students' wellbeing and resilience.

Our Philosophical Statement: Mary Immaculate School is a Catholic Primary School, committed to enacting our faith as we inspire, challenge and engage lifelong learners. As a dynamic and caring community that values excellence, integrity, inclusiveness and respect, our students are at the centre of all we do. Through embedding a culture of thinking, we aim

to develop the positive social, personal and learning dispositions of our students, enabling them to thrive in the contemporary world.

Mary Immaculate School continues to enact both our School Vision and our Strategic Intent, in order to provide the conditions that enable the full flourishing of all students as they become successful lifelong learners, confident and creative individuals, and active and informed members of the community. These intentions are documented as the three priorities in our School Improvement Plan and in our Annual Action Plans:

1. Consistent pedagogical practices
2. Student agency
3. Professional learning

Parents are actively encouraged to be involved in supporting our school in both formal and informal ways. The major forums for formal parent involvement include our long-running and very effective School Advisory Council (SAC) and its sub-committee, our Parents' Association (PA).

MACSEYE operated our before and after school, 'Out of School Hours' program, in our school hall and senior playground area, and over the summer break, MACSEYE ran a school holiday program, which benefited our students and families directly and also catered for three neighbouring Catholic primary schools.

Principal's Report

The 2025 school year was a significant and defining year for our school community; one marked by growth, renewal, and a strong commitment to continuous improvement.

I commenced as Principal in Term 2, and it has been a privilege to work alongside staff, students, and families during this important period of the school's journey. From the outset, I was warmly welcomed into a community deeply committed to its students and to the ongoing development of the school.

Throughout the year, we embraced a period of transition that provided valuable opportunities to strengthen our foundations and refine our direction. With a clear focus on our core values of excellence, integrity, inclusiveness, and respect, we worked collectively to build a positive, consistent, and student-centred learning environment.

A key achievement of 2025 was the strengthening of our school culture. Staff worked collaboratively to establish clear expectations for learning, behaviour, and professional practice. This has supported the development of a more aligned and cohesive approach across the school, ensuring that every student benefits from high-quality teaching and a supportive environment.

Student wellbeing remained at the heart of all we do. Our staff demonstrated ongoing care and commitment to ensuring that each child felt safe, known, and valued. Classrooms were characterised by inclusive practices, positive relationships, and a focus on fostering both confidence and resilience in our learners.

We continued to partner with Inform & Empower: Cybersafety and Digital Wellbeing for Primary Schools and The Resilience Project, offering our students evidence-based programs, which support mental health and safety in the classroom, and in the digital world. Our Wellbeing Leader provides the community with regular updates via our newsletter supporting mental health and wellbeing in the family home. The focus in classrooms has been on resilience, emotional regulation, growth mindset, healthy and respectful relationships, and self-reflection.

In teaching and learning, 2025 saw important progress in building greater consistency and clarity. Staff engaged in professional learning and collaborative planning, strengthening their use of data to inform teaching and better respond to individual student needs. This work has laid a strong foundation for continued improvement in student outcomes and a commitment to the MACS Vision for Instruction.

Our school community continued to play an important role throughout the year. We were grateful for the ongoing support of our families, whose engagement in school events and initiatives contributed to a growing sense of connection and pride.

Our Student Representative Council (SRC) meets regularly with leadership and last year hosted several school-wide initiatives and fundraising out of uniform days.

We were also able to very successfully conduct and/or celebrate a number of events including: incursions and excursions; Science Week; Book Week; Italian Day; fortnightly school assemblies - led by our Year 6 student leaders; four Open Days; the Sacraments of Reconciliation, First Communion and Confirmation; Mary Immaculate Feast Day; sporting events including netball clinics, soccer round-robin, swimming carnival, AFL Clinic, Hooptime basketball and Twilight Sports; Ride2School Day; Walk Safely to School Day; termly Celebrations of Learning; Footy Day; Year 5 and Year 6 Camp to Log Cabin, Creswick; Prep Afternoon Tea; Year 1 Breakfast; Year 2 Activity Afternoon; our Mission Fair; Ivanhoe District sporting events; eight Prep 2024 orientation sessions; Year 6 students visiting local kindergartens; and a Welcome Picnic. In addition, our usual end-of-year celebrations included the Year 6 Fun Day out, Christmas Activity Day, Carols Night, whole school Mass and our 'leaving students run-through' were able to take place.

Successful applications for Sporting School Grants for additional sporting programs in the school enhanced our school program and provided further opportunities for our students.

Prep-Year 6 Performing Arts Showcase, 'A Night at the Movies', was held in September. The event was thoroughly enjoyed by our community, as it showcased the wonderful learning of our students in Performing Arts throughout the year. It was an incredible showcase of talent, and we were proud that nearly every student at our school had a solo!

We continued with our ongoing commitment to reconciliation and developing respectful relationships with Australia's First Peoples, through our F.I.R.E. Carrier program.

Our sustainability garden continued to develop due to the ongoing commitment of our Environment and Sustainability Leader and our student-led Garden Club.

One of the true highlights at the end of Term 4 was our Year 6 Graduation Dinner and Ceremony, held at the Heidelberg Golf Club. It was a very special evening that allowed us to celebrate our graduating students and reflect on their journey at MIPS.

During the Graduation Ceremony, our Year 6 students delivered thoughtfully prepared speeches, sharing the many highlights of their time at our school. Without exception, they spoke about the richness of opportunities they experienced as part of a small school, the value of being known and understood as individuals, and the deep sense of belonging they felt within our warm and welcoming community.

Each student presented with maturity, pride and confidence. They were a wonderful credit to themselves, their families and to our school community, and we are incredibly proud of the young people they have become.

Importantly, 2025 has positioned us strongly for the future. The work undertaken this year has provided greater clarity, strengthened systems, and a shared understanding of our direction as a school. There is a clear sense of momentum as we continue to build a learning environment where all students can flourish.

I would like to sincerely thank our staff, students, and families for their dedication, support, and commitment throughout the year.

Catholic Identity and Mission

Goals & Intended Outcomes

- To strengthen the Catholic Identity of our community and to enact faith in and beyond the classroom.
- That the practise of our Catholic faith and traditions is valued as central to our Catholic Identity.
- That our Catholic faith identity is reflected in respectful actions and interactions of our community.
- That contemporary pedagogy will support student engagement in Religious Education.

Achievements

- Strong and committed leadership from our Religious Education Leader (REL) who worked in collaboration with the REL from the other Mary Mother of the Church Catholic Parish Ivanhoe school (St Bernadette's) and the Mary Mother of the Church Catholic Parish Ivanhoe Liturgy Team.
- Our School Vision remained clearly visible in all learning spaces and was referred to regularly as it continued to form the basis of all we do.
- We continued with our ongoing commitment to reconciliation and developing respectful relationships with Australia's First Peoples through our F.I.R.E. Carrier program.
- Our three School Expectations; *I am a learner*, *I am respectful*, and *I am a friend*, were linked to our Religious Education program and continued to underpin schoolwide positive behaviour expectations, and were regularly referred to in the Student of the Week Awards, at school assemblies and through the school newsletters.
- Students attended regular parish/class masses with the parishioners on Wednesday mornings, and once per term our Year 6 students were given the opportunity to participate in the Anointing Mass serving parishioners and sharing afternoon teat with them.
- Parent and Child Sacramental nights for Reconciliation, First Communion and Confirmation were held at the Parish Centre. These were facilitated by Fr Luke from the 'Passionist Youth Retreat Team'.
- Our Religious Education program continued to be successfully implemented with our teachers planning and delivering engaging and relevant RE lessons, prayer experiences and Christian mediation sessions, which supported our students' ongoing knowledge acquisition and faith development.
- Year 3 students participated in both a Reconciliation and a First Communion Retreat day in our Parish Centre which included the celebration of the Eucharist.
- Year 6 students participated in Confirmation Retreat day in our Parish Centre, which included the celebration of the Eucharist.

- The school community demonstrated a strong commitment to both local and global social justice issues, and our call to respond compassionately within our Catholic context - our Student Representative Council (SRC) continued to work closely with our Religious Education Leader, Student Diversity and Wellbeing Leader and Principal.
- Mary Immaculate School continued to respond to its call to service and held our annual Mission Fair, with the Year 5 and Year 6 students and their teachers planning and running our Fair, raising a significant amount of money (\$1513.50) for the organisation *300 Blankets*.

Value Added

- The Year 3 students celebrated both the Sacrament of Reconciliation and the Sacrament of First Communion.
- The Year 6 students celebrated the Sacrament of Confirmation.
- Sacramental Retreat Days continued for Reconciliation, First Communion and Confirmation.
- Parent and Child Sacramental nights were held and well attended.
- Year 6 student Liturgy Leaders led the school community in prayer at the conclusion of fortnightly assemblies and their prayer was also included in the school newsletter.
- Students continued to be rostered to lead daily classroom prayer and meditation.
- Our Student of the Week Awards continued to reflect our three School Expectations, '*I am a learner*', '*I am a friend*' and '*I am respectful*'.
- Significant occasions were celebrated as a school, such as, Ash Wednesday, Lenten Prayer Services, Easter, ANZAC Day, Feast of the Assumption, Remembrance Day, Advent Prayer Services, Carols Night, End of Year Mass and our School Feast Day.
- Maintained whole school Christian Meditation for at least three sessions a week.
- High level of social justice activities and initiatives which included: Caritas – Project Compassion; A Day in May gold coin donation day; Bandanna Day (students purchased bandannas donating to cancer research); Mission Fair – 300 Blankets; and the St Vincent De Paul Christmas Hampers.
- 2025 MACSSIS Student Data indicates 94% of students are positive about the Catholic Identity in our school - this data sits significantly higher than the MACS average for schools.
- 2025 MACSSIS Staff Data indicates 86% of staff are positive about the Catholic Identity in our school - this data sits higher than the MACS average for schools.

Learning and Teaching

Goals & Intended Outcomes

- To embed a culture of thinking to inspire, challenge and engage learners in the contemporary world.
- That learners develop dispositions that enable them to be deep, expansive and innovative thinkers and learners in and beyond the classroom.
- That English outcomes will improve.
- That Mathematics outcomes will improve.

Achievements

- Diverse student learning needs were catered for, providing all of our students with relevant, engaging and differentiated learning experiences.
- The school's Assessment Schedule continued to be reviewed and refined to ensure relevant individual and collective student data was collected, recorded and analysed, and student progress was tracked aligning with the MACS Vision for Instruction and Victorian Curriculum.
- Implementation of Ochre Mathematics Daily Reviews and Mathematics teaching resources from Prep to Year 6.
- Continued with targeted Mathematics and English PLT meetings led by our Mathematics and Literacy Leaders.
- Provided tutoring and targeted intervention for students identified as 'at risk'.
- 'Student of the Week' awards continued to focus on and acknowledge students demonstrating positive learning dispositions such as a Growth Mindset, the Habits of Mind and our School Values and Expectations.
- Our Internet Policy and User Agreement were reviewed and updated.
- As part of our commitment to Student Well-being and online safety, we continued the 'Inform and Empower' cybersafety program which aims to further develop the Prep-Year 6 students' ability to be safe and ethical internet users. This included termly live streams for students in Years 1-6.
- A range of engaging and purposeful excursions and incursions were provided to support all students' learning.
- Our 'Camp Program' continued including the Prep afternoon tea, Year 1 breakfast, Year 2 activity afternoon, Year 3/4 camp day and late stay, and Year 5 and Year 6 attended a one-night camp at Log Cabin, Creswick.
- All Prep-Year 6 students participated in National Simultaneous Story-time. Whole school 'Italian Day', which was held in Term 4, showcased aspects of the Italian language and culture.

- National Science Week was celebrated in Term 3 with classroom teachers facilitating a whole school activity day in rotations, and a dress up parade.
- Whole school incursion with the Science Discovery Dome, which provided learners with an immersive experience covering Earth and Space science for all year levels. This connected to the Science Week theme: Decoding the Universe - Exploring the unknown with nature's hidden language.
- Book Week was celebrated in Term 3 with a range of learning activities showcasing the shortlisted Children's Book Council of Australia, 'Books of the Year'.
- The Biennial Performing Arts showcase was held in September, celebrating and showcasing the many performing arts talents across the school.
- Christmas was celebrated with an activity day where the students participated in a range of art/craft activities about this religious and festive season.
- A successful application for Sporting Schools Grants by our Sport Coordinator, enabled us to provide an extension to our PE program by engaging additional termly sport-specific sessions for students from P-6.
- 'The Resilience Project' social and emotional development program continued throughout the year, with weekly lessons and the development of GEM (gratitude, empathy and mindfulness) to complement our School Values and Expectations.
- The 'Rights, Responsibilities and Respectful Relationships Program' continued to be used to supplement The Resilience Project.
- A 'Celebration of Learning' was held each term, inviting parents into the learning spaces with their child to discuss their learning, view their workbooks and participate in a range of planned learning games and activities.
- Parent/Teacher Conferences were held at the beginning of Term 1 and at the end of Term 2.
- Student reports were sent home at the end of Term 2 and Term 4.
- Term Overview newsletters were sent out each term.
- The community came together to celebrate the students performing Christmas carols at the Mary Immaculate Church.
- The school's Assessment Schedule was reviewed and updated, and implemented for the beginning and end of year assessment periods.
- Our Assessment Schedule includes: PAT M and PAT R; South Australian Spelling, LLLL Phonics Assessment, Westwood Basic Number Facts, Maths Online Interview, Concepts About Print, writing sample analysis using the NAPLAN Writing Guide.
- Individual and collective student data, collected via the Assessment Schedule, continued to be recorded on the Class Data Sheets, which enabled student progress to be tracked, as well as informing learning and teaching programs and targeted intervention over three terms.
- Personalised Learning Plans continued to be developed for students identified as 'at risk', ensuring their ongoing progress.

- The Prep and Year 1 teachers participated in Professional Learning around the Maths Online Interview (MOI) and English Online interview, and administered the MOI and EOI assessments.
- We have continued to embed the Little Learners Love Literacy program, with a specific focus on structured and explicit phonics to support early readers and writers.
- Teachers continued with their ongoing monitoring and assessment of student performance through assessment tasks in all learning areas.
- Individual and collective student progress, including NAPLAN data, continued to be analysed at level planning meetings, PLTs and staff meetings.
- In the 2025 MACSSIS student domains of 'Rigorous Expectations', 'School Engagement', 'School Climate', 'Teacher-Student Relationships', 'School Belonging', 'Learning Disposition', 'Student Safety', 'Enabling Safety', 'Student Voice' and 'Catholic Identity', our results were well above the MACS average, indicating an overall positive endorsement of our school.
- Our 2025 MACSSIS results for 'All Staff' in the survey domains of: 'Student Safety', 'School Climate', 'Staff-Leadership Relationships', 'Feedback', 'Collaboration around an improvement strategy', 'Support for Teams', 'Collective Efficacy', and 'Catholic Identity', our results were above the MACS average.
- In the 2025 MACSSIS family domains of: 'Family Engagement', 'School Climate', and 'Student Safety' we were above the MACS average.
- The collective MACSSIS data from family, students and staff indicate an overall school positive endorsement.

Student Learning Outcomes

- NAPLAN 2025 was conducted on-site in March as required, all students participating completed their tests online except for the Year 3 Writing assessment which continued to be on paper.
- Year 3 Mean NAPLAN data showed that our school is performing slightly better than the MACS average in both Numeracy and Reading.
- Year 5 NAPLAN data showed that in Reading, our students performed well above the MACS average number of students exceeding proficiency, and well above in comparison to similar MACS schools.
- Year 5 Mean NAPLAN data showed that our school is performing slightly better than the MACS average in both Numeracy and Reading, and that our students are achieving comparably to similar MACS schools.
- Relative growth data of our Year 5 students and their results from 2023 Year 3 NAPLAN assessment indicate that our students demonstrate steady progress and growth with 62% of students showing medium-high relative growth in Numeracy and 54% of students showing medium-high relative growth in Reading.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	431	63%	466	73%
	Year 5	536	71%	*	*
Numeracy	Year 3	438	81%	452	91%
	Year 5	520	86%	*	*
Reading	Year 3	444	88%	466	90%
	Year 5	529	93%	*	*
Spelling	Year 3	438	88%	434	86%
	Year 5	522	86%	*	*
Writing	Year 3	431	100%	446	100%
	Year 5	508	93%	*	*

*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

- To develop and enhance social skills and personal dispositions so that all students thrive.
- That all students have a sense of wellbeing and that they feel safe and valued.
- That students develop resilience through a positive outlook.
- That our Catholic faith is reflected in respectful actions and interactions of our community.

Achievements

- Students articulated and demonstrated our three School Values and Expectations in their daily interactions, and in their orientations to learning.
- A strong partnership continued to exist between Mary Immaculate School and the Ivanhoe Parish that provided students with support for their spiritual development and expression of their Catholic identity.
- Our data collection and reporting processes continued to support the identification of students' diverse learning needs, and in turn, formalised the planning of explicit differentiated adjustments for their learning.
- Trust and confidence were expressed by parents and students in their committed and caring teachers and leaders.
- In the MACSSIS Family Survey domains of 'Family Engagement', 'School Climate', and 'Student Safety', results were higher than the MACS average.
- The school's Leadership Team and staff were committed to driving teaching approaches for the development of positive social and learning dispositions.
- 'The Resilience Project' social and emotional development program continued throughout the year, with weekly lessons and the development of GEM (gratitude, empathy and mindfulness) to complement our School Values.
- The 'Rights, Responsibilities and Respectful Relationships Program' continued to be implemented to supplement The Resilience Project.
- Continued promotion of student voice through strategies, such as, our SRC, Principal's 'open door' policy.
- Ongoing approaches and strategies embedded in practice include: The Habits of Mind, Restorative Practices, Growth Mindset and regular, Social and Emotional Learning sessions (the 'Rights, Responsibilities and Respectful Relationships Program' continued to be implemented to supplement The Resilience Project) for all students in P-6.
- Counselling from an experienced and qualified psychologist was offered at no cost to families to support our students' wellbeing.

- 'Student Conversations' remained a standing item at staff meetings as a forum for confidential discussion regarding any students of concern.
- Both our class and playground 'Behaviour Support' books contained only a few entries about students requiring support to follow our three School Values.

Value Added

- Our Year 6 Student Leaders continued to lead our assemblies.
- Student Representative Council (SRC) continued with our student representatives who met regularly with the Wellbeing Leader to plan for social justice initiatives and to provide an opportunity for increased student voice.
- Student Representative Council (SRC) continued with our student representatives who met regularly with the Wellbeing Leader to plan for fun activities and events e.g. Crazy Hair Day.
High level of social justice activities and initiatives which included: Caritas – Project Compassion; A Day in May gold coin donation day; Mission Fair – 300 Blankets; Bandanna Day (students purchased bandannas donating to cancer research); and the St Vincent De Paul Christmas Hampers.
- Our three School Expectations continued to underpin school-wide behaviour expectations, and Restorative Approach to conflict is embedded.
- Maintained whole school Christian Meditation for at least three sessions a week. Student of the Week Awards continued to focus on and acknowledge students demonstrating a Growth Mindset, the Habits of Mind and our School Values and Expectations.
- Reviewed and revised our Child Safe Policy with all staff in line with Ministerial Order 1359 and the school community was informed.
- Staff were given targeted professional learning on the PROTECT documents.
- All staff completed the Mandatory Reporting online modules.
- Child Safe continued to be a standing item on our weekly staff and leadership team meeting agendas.
- Child Safety and Wellbeing continued to be a standing item on SAC and Staff meeting agendas.
- Principal met termly with the Parish Safeguarding Committee.
- Warden Training online modules for all staff, together with evacuation and lockdown drills for student safety/wellbeing.
- Learning Support Officers continued to support students identified with diverse learning needs.
- Personalised Learning Plans - educational and behavioural - devised for students requiring additional support, together with regular Parent Support Group meetings.
- Learning Support Officers continued to be rostered on for recess and lunch play yard duties, to support students with diverse learning needs.

- Intervention programs and support, including the tutoring program, continued for students identified as 'at risk'.
- Wellbeing Leader provided professional learning/reading to staff.
- An experienced and qualified psychologist (clinical and counselling) continued to consult at our school weekly.

Student Satisfaction

Feedback from our students indicates that they felt supported in their learning and wellbeing:

- In the MACSSIS domains of 'Rigorous Expectations', 'School Engagement', 'School Climate', 'Teacher-Student Relationships', 'School Belonging', 'Learning Disposition', 'Student Safety', 'Enabling Safety', 'Student Voice' and 'Catholic Identity' results were higher than the MACS average, overall indicating our student's positive endorsement of our school.
- Our Year 6 students' graduation speeches delivered to their parents, classmates and staff at the end of the year, included many comments about them feeling known, valued, safe and respected.
- Prospective parents who participated in school tours led by our Year 6 students, were unanimous in their positive feedback about how confidently and competently the students spoke about our three School Values and Expectations, their learning, leadership roles, specialist classes, buddy program, excursions/camps/incursions, social justice initiatives, caring staff and the wide range of opportunities offered at their school.
- Our teachers received much positive feedback from our parents regarding how engaged, supported and appropriately challenged their children were throughout the year.

Student Attendance

In line with our Attendance Policy, all student attendance was monitored twice daily and absences were recorded in the nForma program – nRoll. All absences were recorded and notes/emails/Audiri communications from parents and caregivers were kept and submitted for archiving at the end of the year. Teachers, including specialist teachers, recorded absences.

Any unexplained absences were reported by teachers to the Office Manager, by 9:15am. Our Office Manager telephoned parents on the morning of the unexplained absence to confirm the student's absence and reason. The student's emergency contacts were telephoned if the parents did not respond within an hour of the school ringing. Parents were required to send a note/email/Audiri notification to the class teacher or Office Manager explaining the reason for their child's absence. The Principal and parents will be notified by

teachers regarding unsatisfactory or irregular student attendance. Attendance is recorded on the students' reports twice a year.

Average Student Attendance Rate by Year Level	
Y01	89.3
Y02	93.26
Y03	93.5
Y04	92.52
Y05	86.8
Y06	92.15
Overall average attendance	91.26

Leadership

Goals & Intended Outcomes

- To further embed a professional learning culture in and beyond the classroom.
- That a culture of high expectations and best practice is further developed and embedded.
- That clarity regarding the roles and expectations of all staff members will improve.

Achievements

- Welcomed a new Principal in second term, supported with ongoing professional development, mentoring and participation in the New Principals Induction Program.
- The Leadership Team consisting of the Principal, Deputy Principal/Religious Education Leader, Learning and Teaching Leader/eLearning Leader, Literacy Leader, Mathematics Leader and Student Wellbeing/Learning Diversity Leader, met regularly to discuss and complete operational items as well as to plan for future direction.
- AccessEAP resources and information sheets were regularly emailed by the Principal to staff members, to support their well-being.
- As Mary Immaculate Primary School continues to hold the care, safety and wellbeing of our students as a central and fundamental responsibility of our school, all staff participated in our annual briefing on the Child Safe Standards, in line with Ministerial Order No. 1359 to ensure that all Standards were fully implemented.
- Together the leadership team revised our Professional Learning Team schedule and developed a plan with greater reference and strategic planning to our Annual Action Plan goals and the School Improvement Plan.
- Regular weekly communication to staff with operational, management and teaching and learning updates.
- Termly celebration of and for staff and their successes/achievements and commitment to excellence and improvement.
- Our Sport Coordinator successfully applied for a number of Sporting Schools grants.
- The Leadership Team reviewed our Annual Action Plan (AAP) 2024 to construct our 2025 AAP.
- All staff members had access to ongoing, relevant professional learning opportunities (see below).

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
• Whole staff briefing of the Child Safe Standards - in line with Ministerial Order No. 1359 and the PROTECT documents. • First Aid - CPR, Asthma, Anaphylaxis, annual training and briefings. • Further developed teacher capacity in the collection and analysis of a broad range of quantitative and qualitative data including MACSSIS, NAPLAN, PAT R/M and school based assessments and anecdotal records. • Mathematics - regular professional learning team meetings and facilitated planning sessions as requested by our Mathematics Leader. • Literacy - regular professional learning team meetings and facilitated planning sessions as requested by our Literacy Leader. • Writing - Focus of literacy professional learning team meetings on writing, in particular developing a moderation protocol with staff to support both assessment and teacher planning. • Little Learners Love Literacy (LLLL) Professional learning P-2 regularly facilitated planning sessions supported by our Literacy Leader and external professionals from LLLL. • Mandatory Reporting eLearning Modules. • Inform and Empower Cybersafety. • Staff were given targeted professional learning on the PROTECT documents. • Nationally Consistent Collection of Data (NCCD). • Ongoing staff PL about the Resilience Project and supporting school-wide data collection about wellbeing. • Participation and attendance of leaders to Zone and Regional Network meetings. • Planning meetings, Maths PLTs - including facilitated planning, English PLTs, RE PLTs, NAPLAN Data Analysis. • School Closure Day Vic Curriculum 2.0 explored differences highlighted, daily review and OCHRE resources reviewed, Vision for Instruction and Vision for Engagement. • Participation in the New Principal Induction Program and mentoring.	
Number of teachers who participated in PL in 2025	23
Average expenditure per teacher for PL	\$460.00

Teacher Satisfaction

Throughout 2025, all staff continued to work collegially in the best interests of our students as they continued to work together and 'go above and beyond' in all aspects of their work.

As indicated in the data drawn from the MACSSIS staff survey:

- Our results for 'All Staff' in the survey domains of: Student Safety; School Climate; Staff-Leadership Relationships; Feedback; School Leadership; Staff Safety; Psychological Safety; Instructional Leadership; Professional Learning; Collaboration Around an Improvement Strategy; Collective Efficacy; and Catholic Identity, continued to be well above the 'MACS average (primary)'.

In addition, staff indicated that they were supported in their roles during the year through:

- the trusting, inclusive and supportive relationships between all staff members,
- meeting and planning in teams,
- sharing resources and ideas,
- regular conversations about challenges and successes,
- professional dialogue about student growth and achievements - academically, socially, emotionally and spiritually,
- targeted PLTs and facilitated planning, including through the Intensive Mathematics Partnership with MACS,
- ongoing informal support by leadership team members,
- access to ongoing professional learning,
- celebrating together at the end of each term, and;
- the ongoing emotional support given to each other, during times of challenge.

Teacher Qualifications	
Doctorate	0
Masters	3
Graduate	1
Graduate Certificate	0
Bachelor Degree	7
Advanced Diploma	5
No Qualifications Listed	6

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	19
Teaching Staff (FTE)	12.85
Non-Teaching Staff (Headcount)	10
Non-Teaching Staff (FTE)	6.79
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

- Further develop Mary Immaculate School as a vibrant faith community that welcomes, supports and engages all families.
- That all parents are more actively engaged in their children's learning.
- That our Catholic faith is reflected in respectful actions and interactions within our community.
- That Mary Immaculate School will have a visible presence in the community in order to maximise enrolments, promote positive community relationships and learning partnerships.

Achievements

- Hugely successful school Fair was held providing a memorable and special day for the children and families, and the local community.
- School Advisory Council (SAC) and Parents' Association (PA) continued to be actively engaged and supported the school.
- PA Welcome Picnic was held.
- A successful Trivia Night was held, organised and run by our PA.
- A Working Bee for the parent community was held twice throughout the year.
- Principal met termly with the Parish Safeguarding Committee.
- Four Open Days were held and each prospective family was given a show bag containing MIPS promotional items and enrolment information.
- Parent/Teacher Exchange; Parent/Teacher Conference; regular PLP/PSG Meetings.
- Celebrations of Learning held each term for parents to visit their child's classroom.
- Term Overviews for each year level sent out to parents each term detailing the outcomes in all learning areas for each year level.
- Regular school assemblies held for families to attend.
- The Biennial Performing Arts showcase was held, celebrating our student talents in Performing Arts.
- The Principal and Deputy Principal visited all local kindergartens and childcare centres to continue building relationships and to raise our school's profile in the local community.
- Our Prep Orientation Program of eight sessions, continued to ensure that our new Prep students experienced a positive transition from kindergarten to school, and our new parents had the opportunity to build positive relationships.
- Our Prep teacher for 2026 liaised with the kindergartens of incoming Prep students.

- Our Prep teachers continued to build community relationships, attending several information nights at our local kinders and childcare centres, speaking about school readiness.
- Religious Education Leader meets termly with Parish Priest and members of the Liturgy Team.
- Principal met termly with the Principal from St Bernadette's School and Parish Priest.
- Community sporting groups running programs through Sporting Schools Grants.
- Links with Council and community grants: sporting grants, environment grants.
- Annual student-led Mission Fair, which raised significant funds for 300 Blankets.
- Social justice initiatives including: St Vincent de Paul jumper/coat drive and Christmas hampers, Bandanna Day, A Day in May, and Caritas Australia - Project Compassion.
- Families were invited to attend regular class Masses, Sacramental celebrations and Weekend Parish Masses with their children.

Parent Satisfaction

All parents were invited to participate in the MACSSIS Parent Survey in 2025, with only thirteen parents responding out of a possible 83 families.

- As indicated in the data drawn from the MACSSIS family survey, our results in the domains of: 'Family Engagement'; 'School Climate'; and, 'Student Safety' continued to be above the MACS average (primary).

Through many emails, phone calls and conversations, and via Parent/Teacher Conferences, PSG meetings, School Advisory Council and Parents' Association meetings, our parents expressed their satisfaction with and their appreciation of:

- the time and effort that staff put into supporting their child's wellbeing, keeping the community safe and healthy, and for providing engaging, varied and relevant learning experiences throughout the year,
- termly Celebrations of Learning, Term Overviews and regular school assemblies,
- the social and emotional support given to their child throughout the year,
- that teachers remained accessible during the year if parents had any questions or concerns, or wanted to celebrate successes,
- Principal 'open door' policy - for students and parents, and
- the timely teacher feedback which supported their child's learning.

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.miivanhoe.catholic.edu.au