



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



Mary Immaculate School

9 Rockbeare Grove, IVANHOE 3079

Principal: Karen Campbell

Web: www.miivanhoe.catholic.edu.au

Registration: 1164, E Number: E1102

Principal's Attestation

I, Karen Campbell, 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 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 16 May 2025

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

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

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 2024 was 102 students in the following six class level structures: Prep, Year 1, Year 2, Year 3/4, Year 4/5 and Year 6.
- Staffing in 2024 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 Leader, 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 2024 was prioritising our community well-being. We continued to further develop and embed a 'culture of thinking' across our school community so that our learners have the 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' well-being 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).
 - Our very successful Mary Immaculate Primary School Playgroup was able to operate onsite for the year, with over fifty families registered. Attendance for each Friday session was high and averaged between 30-40 children each week.
 - TheirCare operated our before and after school, 'Out of School Hours' program, in our school hall and senior playground area.

Principal's Report

This year has been one of significant challenge and change for our school community. While we entered the year with clear goals and aspirations following our School Review in 2023, the reality became one of adapting to unforeseen circumstances and focusing on simply maintaining stability and care for our students and staff.

We faced ongoing staffing pressures that required flexibility and resilience from our team, and we are proud of how our staff rose to the occasion to ensure students remained supported in their learning and wellbeing.

The departure of our parish priest also marked a time of transition for our community. His presence and leadership will be greatly missed, and we are grateful for all he contributed during his time with us.

- A hugely successful school Fair was held providing a memorable and special day for the students and families, and the local community, whilst raising much needed funds for the school.
- Successful applications for Sporting School Grants for additional sporting programs in the school enhanced our school program and provided further opportunities for our students.
- As part of our commitment to Student Wellbeing, we continued with our 'Inform and Empower' cybersafety program which aims to further develop the Prep-Year 6 students' ability to be safe and ethical users of the internet.
- Prep-Year 6 Visual Arts Showcase, 'Our Art - Now Art', was held in the Mary Immaculate School Hall in October. The event was thoroughly enjoyed by our community, as it showcased the wonderful learning of our students in Visual Arts throughout the year and how various materials can be 'upcycled' to create beautiful artworks.
- We were also able to very successfully conduct and/or celebrate a number of events including: SRC initiatives; incursions and excursions; Science Week; Book Week; Italian Day; weekly 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; Grandparents/Special People afternoon; Footy Day; Year 3 and Year 4 Camp to Lady Northcote, Bacchus Marsh; Year 5 and Year 6 Camp to CYC Phillip Island Adventure Camp; Prep Afternoon Tea; Year 1 Breakfast; Year 2 Activity Afternoon; our Mission Fair; Ivanhoe District sporting events including winning the inter-school sports netball grand final; eight Prep 2024 orientation sessions; Year 6 students visiting local kindergartens; and a Welcome Picnic. In addition, our usual end-of-year celebrations - the Year 6 Fun

Day, Christmas Activity Day, Carols Night, whole school Mass and our 'leaving students run-through' were able to take place.

- 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 highlights at the end of Term 4 was our Year 6 Graduation Dinner and Ceremony, held at the Heidelberg Golf Club. At the Graduation Ceremony, our Year 6 students presented their very well-written graduation speeches, which included their highlights of their time at MIPS. Without exception, each student mentioned the number of opportunities they were offered being part of a small school, that they will miss being known for who they are, and their sense of belonging to such a friendly and welcoming community. Each Year 6 student presented their speech with maturity and confidence, and they were a credit to their school and their families.

In many ways, this was a year of holding steady - of prioritising the essentials and caring for one another through uncertainty. While it may not have been a year of significant progress on long-term goals, it was one that demonstrated the strength, resilience, and unity of our community. Throughout 2024, our whole school community continued to truly live our Vision of being *a dynamic and caring community, committed to enacting our faith; inspiring, challenging and engaging lifelong learners.*

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 Values were linked to our Religious Education program and continued to underpin classroom 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 in the newly refurbished Mary Immaculate Church.
- Parent and Child Sacramental nights for Reconciliation, First Communion and Confirmation were held at the newly refurbished 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 Well-being 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 (\$1282.25) for the organisation, Orange Sky.

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 were introduced for Reconciliation and First Communion were introduced
- Parent and Child Sacramental nights were held.
- Year 6 student Liturgy Leaders led the school community in prayer at the conclusion of weekly 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 Values, 'I am a learner', 'I am a friend' and 'I am respectful'.
- Significant occasions were celebrated as a school, such as, Ash Wednesday, Lent Prayer Services, Easter, ANZAC Day, 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.
- Grandparents/Special People afternoon was held.
- High level of social justice activities and initiatives which included: Caritas – Project Compassion; A Day in May gold coin donation day; St Vinnies Winter Clothing Drive; Mission Fair – Orange Sky; Jeans for Genes Day gold coin donation day; and the St Vincent De Paul Christmas Hampers.
- 2024 MACSSIS Student Data indicates 83% of students are positive about the Catholic Identity in our school - this data sits significantly higher than the MACS average for schools.
- 2024 MACSSIS Staff Data indicates 94% of staff are positive about the Catholic Identity in our school - this data sits significantly 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 was reviewed and refined to ensure relevant individual and collective student data was collected, recorded and analysed, and student progress was tracked.
- 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.
- 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 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 one night camp to Lady Northcote, Bacchus Marsh, and Year 5 and Year 6 attended a two-night camp at CYC Phillip Island Adventure Camp.
- All Prep-Year 6 students participated in National Simultaneous Story-time.
- Whole school 'Italian Day', which was held in Term 2, 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.

- Whole school excursion to La Trobe Wildlife Sanctuary during Science Week with a focus on Sustainability and Conservation in line with National Science week theme, 'Species Survival - More than just sustainability'.
- 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', including an incursion with Tim the Magician.
- The Biennial Visual Arts showcase was held in October, celebrating visual artworks produced by the students throughout the year with a focus on sustainable practices and the use of recycled materials.
- 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.
- 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.
- In Term 4, we hosted our first Grandparents/Special People's afternoon since Covid, allowing our students to showcase their wonderful classroom learning and our Visual Arts Showcase spectacular to their grandparents/special people.
- 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 and updated on the school website.
- 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, running records - text level, Record of Oral Language, 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.

- 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 .
- Prep, Year 1 teachers with English Leader attended training and professional development to aid in the implementation of the Little Learners Love Literacy program for 2025.
- 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 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.
- Our MACSSIS results for 'All Staff' in the survey domains of: 'Student Safety', 'School Climate', 'Staff-Leadership Relationships', 'Feedback', 'School Leadership', 'Staff Safety', 'Psychological Safety', 'Professional Learning', 'Collaboration around an improvement strategy', 'Support for Teams', 'Collaboration in teams', 'Collective Efficacy', and 'Catholic Identity', continued to be well above the MACS average.
- In the MACSSIS family domains of: 'Family Engagement', 'School Fit', 'School Climate', 'Student Safety', and 'Communication' we were above the MACS average.

Student Learning Outcomes

- NAPLAN was conducted on-site in March as required, all students completed their tests online except for the Year 3 Writing assessment which continued to be on paper.
- From 2023, new standards were introduced to NAPLAN reporting, more suited to online tests, resulting in 2024 testing not being directly comparable to results from 2008 to 2022. The new Proficiency standards are 'Exceeding', 'Strong', 'Developing' and 'Needs additional support'.
- Year 3 NAPLAN data showed that 67% of students are exceeding proficiency in reading. Performing well above the MACS average, and 17% exceeding proficiency in numeracy which is slightly above the MACS average.
- No Year 3 students scored in the 'Needs additional support' proficiency for numeracy.
- Year 5 NAPLAN data showed that 25% of students are exceeding proficiency in reading.
- Overall, our school performed comparatively well against similar MACS schools.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	501	83%
	Year 5	*	*
Numeracy	Year 3	466	100%
	Year 5	*	*
Reading	Year 3	487	92%
	Year 5	*	*
Spelling	Year 3	429	83%
	Year 5	*	*
Writing	Year 3	461	100%
	Year 5	*	*

*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

- 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 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 Fit', 'School Climate', 'Student Safety', and 'Communication' 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, regular Circle Time P-6, our SRC, Principal's 'open door' policy.
- Ongoing approaches and strategies embedded in practice include: Circle Time, 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 weekly 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; St Vinnies Winter Clothing Drive; Mission Fair – Orange Sky; Jeans for Genes Day gold coin donation day; and the St Vincent De Paul Christmas Hampers.
- Our three School Values continued to underpin school-wide behaviour expectations.
- School Wide Positive Behaviour matrix continued to be reviewed, refined, and referred to in classrooms and student voice was sought.
- 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.
- 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 Safe continued to be a standing item on SAC and PA 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', 'Student 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.
- 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, 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	93.3
Y03	93.5
Y04	92.5
Y05	86.8
Y06	92.2
Overall average attendance	91.3

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

- 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 with the Principal and Learning and Teaching Leader, the Mathematics Leader continued to work with the MACS Mathematics Team from the Eastern Region Office, and reviewed our Mathematics Action Plan, participated in professional learning including facilitated PLTs, as part of our ongoing involvement in the Intensive Mathematics Partnership with MACS.
- Our Sport Coordinator successfully applied for a number of Sporting Schools grants.
- The Leadership Team reviewed our Annual Action Plan (AAP) 2023 to construct our 2024 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 2024	
• Whole staff briefing of the Child Safe Standards - in line with Ministerial Order No. 1359 and the PROTECT documents. • Termly Faith Professional Learning for all staff members - facilitated by Fr Bill and supported by our Religious Education Leader. • 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. • Disability Standards for Education Part 1 and Part 2 online modules. • Mathematics - Junior and senior teams attended TIMS Professional learning. • Mathematics - regular facilitated planning sessions led by our Mathematics Leader. • Little Learners Love Literacy Professional learning P-2. Introduction and orientation to the program. • Mandatory Reporting eLearning Modules. • Inform and Empower Cybersafety. • Staff were given targeted professional learning on the PROTECT documents. • CERES - facilitated an Environment and Sustainability in Schools Professional learning. • Nationally Consistent Collection of Data. • Ongoing staff PL about the Resilience Project - information session run by Peter Seehausen. • Zone and Regional Network meetings. • Planning meetings, Maths PLTs - including facilitated planning, English PLTs, RE PLTs, NAPLAN Data Analysis. • CERES Sustainable Practices. • School Closure Day Vic Curriculum 2.0 explored differences highlighted, daily review and OCHRE resources reviewed. • Warden Training Online modules for emergency management.	
Number of teachers who participated in PL in 2024	23
Average expenditure per teacher for PL	\$460.00

Teacher Satisfaction

Throughout 2024, 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	4
Graduate	1
Graduate Certificate	0
Bachelor Degree	9
Advanced Diploma	7
No Qualifications Listed	3

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	17
Teaching Staff (FTE)	9.95
Non-Teaching Staff (Headcount)	9
Non-Teaching Staff (FTE)	5.28
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

- A 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 Comedy Night was held, organised and run by our PA.
- A Working Bee for the parent community was held each term.
- Our MIPS Playgroup continued to grow significantly in numbers, with many school and local families joining and attending.
- 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 and put on the school website, detailing the outcomes in all learning areas for each year level.
- Regular school assemblies held for families to attend.
- The Biennial Visual Arts showcase was held, celebrating visual artworks produced by the students throughout the year with a focus on sustainable practices and the use of recycled materials.
- Grandparents/Special People afternoon was held in conjunction with our Visual Arts showcase.
- 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 teachers for 2025 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 Orange Sky.
- Social justice initiatives including: St Vincent de Paul jumper/coat drive and Christmas hampers; Jeans for Genes Day, A Day in May and Caritas Australia - Project Compassion.
- Families were invited to attend regular class masses with their children.

Parent Satisfaction

- All parents were invited to participate in the MACSSIS Parent Survey in 2024, with only ten 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 Fit'; 'School Climate'; 'Student Safety'; 'Communication'; and 'Catholic Identity', continued to be well 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