



Melbourne Archdiocese  
Catholic Schools

# 2023

## Annual Report to the School Community



### St Mary's School

58 Clegg Rd, MOUNT EVELYN 3796

Principal: Angela Glennie

Web: [www.smmountevelyn.catholic.edu.au](http://www.smmountevelyn.catholic.edu.au)

Registration: 1804, E Number: E1312

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## Principal's Attestation

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I, Angela Glennie, attest that St Mary's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 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 07 May 2024

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## About this report

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St Mary's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Governing Authority Report

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When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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### **St. Mary's Vision Statement:**

Love Above All.

In our faith, in our words, in our actions.

In our diversity, in our striving.

In our sharing, in our hoping.

This is our journey, this is our truth.

"Love never gives up, never loses faith is always hopeful and endures." 1 Corinthians 13:7-8

### **St. Mary's Mission Statement:**

St Mary's strives to be a welcoming co-educational Catholic Primary School educating families from the Mt Evelyn, Silvan, Wandin, Seville and Woori Yallock areas. St Mary's Primary School provides the highest quality education, meeting the academic, spiritual, social and emotional needs of all students.

St Mary's strives to be a community of people sharing a common belief in our motto, "Love Above All". As members of a Catholic Parish school, we strive to be models of the Gospel values of love, understanding, respect and service.

We have high expectations of staff, students and parents and we anticipate that all who enrol at St Mary's, Mt Evelyn will work as one for the good of all.

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## School Overview

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St. Mary's Primary School, which opened in 1980, is situated in the Yarra Valley and has an enrolment of approximately 315 students who come from culturally and socio-economically diverse backgrounds. Families come from the townships surrounding Mt Evelyn. Many of the children are bussed in from outlying areas, free of charge, using local bus lines.

Situated on seventeen acres of bushland, the school incorporates extensive play areas including: oval, courts, fitness track, bush chapel, three areas of play equipment, a separate playground for Foundation students, community garden, quiet play areas equipped with table tennis, games and giant chess and draughts. All areas of the school have been refurbished, providing functional spaces to enhance learning. Facilities include a well-stocked library, Open Learning Centre, Hall, LOTE room and therapy room. Specialist programs include Library, Performing Arts, Visual Arts, Wellbeing, Italian and PE. The property is partially landscaped, focusing widely on native trees and plants. There are fifteen classes: three foundation, four year one-two, two year three, two year four and four year five-six. Students in composite classes usually remain with the same teacher over a two-year period. We believe this promotes a consistent learning environment, minimises loss of learning time (beginning of each year), and ensures continuity of learning, thus supporting the achievement of potential.

The school is supported by the Parish, School Advisory Council, Parents and Friends Association and a very positive parent body. Parents are encouraged to participate in various curriculum and extracurricular activities, e.g. Literacy program, The Arts, Religious Education, weekly assembly, liturgies, toddler story time, gardening and craft clubs as well as excursions and sporting programs.

Staff comprises 23 teachers, 17 learning support and administration staff. Data informed differentiated programs, extension programs and early interventions, support the learning needs of all students.

Collaborative, data informed planning, teaching and decision-making procedures are well-developed. Teachers in each level, consult student assessment data, plan and work together regularly and provide opportunities for interaction amongst all students. A successful foundation/year six buddy system operates in the school and a highly active Student Action Team, meets regularly with the principal discussing and planning student initiatives.

Student and family wellbeing are a priority at St Mary's with the firm belief that wellbeing underpins overall development and student success. Wellbeing programs are supported by the Well-being Leader and Pastoral Care Worker.

The Parish Priest, Principal, Staff and families value St. Mary's as a welcoming and inclusive community sharing a common commitment to our motto, "Love Above All". As a Catholic community, we strive to be models of the Gospel values of love, understanding, respect and service, reflecting upon examples from the gospels as well as role-models within the community.

In 2023, we continued the third year of the School Improvement Plan, resultant of the highly successful School Review (December 2020). Our commitment to school improvement is mobilised and shared by the staff committed to providing best possible outcomes for all students.



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## Principal's Report

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2023 was a year of further developing and embedding school wide best practice especially in Literacy and Numeracy, as informed by the School Improvement Plan.

Literacy leaders continued driving professional learning and best practice within the Science of Reading Framework. Collaboration around this work within the Literacy Network was recognised at a regional level.

The Mathematics leader continued to support ENA training; Early Number and Algebra, with year 1/2 teachers completing the program. PVAT was trialled across the school during Term One to pin point individual areas of need. Professional Development focused on Launch, Explore, Summarise, was provided through a whole school closure day.

With the appointment of a new Religious Education Leader, Religious Education was enhanced through the embedding of Pedagogy of Encounter experiences shared with the school and parent community attending weekly assemblies.

A school wide coaching culture was embedded to include all teaching staff members in coaching partnerships with trained members of leadership. This allowed the refinement of teaching practices to reflect the work planned in the Annual Action Plan.

Whole school Data Day was introduced with school wide trends as well as individual students identified, facilitating ongoing discussion, monitoring and planning of learning sprints as well as flexible groupings for targeted teaching. Triangulation of Maths and Literacy data occurred with allocation of ESO support timetabled accordingly.

Flexible groupings were also facilitated during Wellbeing time with PEEC and Berry Street resources widely utilised. Trained staff facilitated small focus groups in areas of need.

Family engagement practices continued to flourish, including:

- Parent Teacher Learning Interviews; face to face and in the online meeting space.
- PSG meetings; face to face and in the online meeting space.
- Weekly School Assemblies with families able to attend either face to face or in the online meeting space.
- St Mary's continued to partner with the Outer Eastern Principal's Network, and the School Improvement Learning Collaborative as we explored feedback with Dr. Simon Breakspear.
- Use of SeeSaw developed to engage parents in providing feedback about their children's work.
- Parent programs including Open Doors, Tuning into Teens and Wellbeing sessions occurred.

Highlights included:

- Year 6 Camp, Bike Ed and 5/6 leadership week.
- Growth Coach International Coaching Course for leadership team members.
- Sacramental Family Program with celebration of the sacraments of Reconciliation, Eucharist and Confirmation.
- District Swimming Carnival (selected students).
- One provisional teacher completed VIT project.
- ARMs (staff Annual Review Meetings with principal).
- Prep Transition program facilitated.
- Art Show and Christmas Picnic and Fair.
- Italian Day, Athletics Carnival and Book Week Day.
- School Production, Junior Showcase, Easter Drama Reflection and Alleluia Day!
- Grade Six Fun Day at Gumbuya World.
- Whole school fun day.
- Graduation Candle ceremony, farewell concert, Graduation Luncheon and Guard of Honour
- P & F Trivia Night, special food days and stalls.
- Principal Indigenous Immersion and sharing of reflection.

The above list is a credit to every member of the St Mary's School Community for their combined efforts to collaborate as St Mary's continued to be united through their school motto: 'Love Above All'.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

Goals & Intended Outcomes:

The goals for Education in Faith for 2023 were:

To ensure effective whole school pedagogical knowledge and practice.

To empower our community to actively engage in the continual improvement of learning, wellbeing and faith.

The intended outcomes were:

That Pedagogy of Encounter is enacted and embedded across the school.

That the school community strengthens their understanding of the interconnection between faith, life and culture.

### Achievements

Achievements:

To embed provocations across all levels during inquiRE.

Increase the dialogical approach to facilitate the understanding of the Pedagogy of Encounter tool in planning and teaching.

Share the Pedagogy of Encounter at weekly assemblies with whole school and attending parents as a means of unpacking the weekly gospel.

Refine and deliver sacrament program in collaboration with Parish Priest.

Staff meeting prayer time became an opportunity for staff to present a prayer reflection that draws from the POE; sharing of practice.

### Value Added

VALUE ADDED:

Facilitated planning to ensure consistence practice in planning InquiRE.

Professional Learning around Catholic Identity.

Sacrament program which increased family engagement and dialogue with the parish priest.

Sharing of planning and delivery of Sacrament Program between St Mary's and their brother school St Joseph's.

Sacrament of First Communion became embedded within the regular weekend parish masses.

Holy Week Reflection and Alleluia Day celebrations.

Dedicated professional learning for staff using Pedagogy of Encounter to develop recontextualisation.

Christian Meditation Professional Learning.

Weekly meetings with Parish Priest and Religious Education Leader.

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## Learning and Teaching

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### Goals & Intended Outcomes

#### Goals & Intended Outcomes

To ensure effective whole school shared pedagogical knowledge and practice.

To empower our community to actively engage in the continual improvement of learning, wellbeing and faith.

That consistent effective practice in Literacy is evident across the school. That effective Mathematical practices are embedded across the school.

### Achievements

#### Achievements:

Once more our Vision for Learning and Teaching, professional responsibility and high expectations for all underpin the work we do at St Mary's.

The Shared Vision for Learning and Teaching is:

At St Mary's we believe that quality learning and teaching demands high expectations of teachers and students within the context of contemporary best practice. We believe that quality learning and teaching inspires, motivates and challenges students and teachers; it encourages and supports an inner drive for learning across all areas: social, emotional, academic and professional.

Quality learning and teaching is explicit, scaffolded, reflective and personalised in nature. It is maximised: when environments are welcoming, engaging and safe, when teachers know, listen to and respect their students, and when decisions are made collaboratively.

Quality learning and teaching must be accessible to all members of our community in order that we enact our mission of "Love Above All."

Achievements of note include:

Continued employment of two Literacy Leaders P-2 and 3-6.

Use of St Mary's Pedagogical Framework, articulated as the 'St Mary's BLUE print'.

Strengthen and embedded school-wide consistent and effective Literacy pedagogical framework.

Refinement of HITS across the school.

Implementation of the new data plan across levels ensuring effective data usage strategies to inform differentiated teaching and learning.

Writing rubrics to include grammar and punctuation.

Visible Learning Intentions and Success Criteria for Literacy, Maths & RE all Learning Intentions evident in all work programs and central to all teaching spaces.

Maths Walls in all classrooms.

Continued use of Data Walls to inform Literacy progress, trends and instruction.

The implementation of the school wide data plan.

Strengthened use of data to inform teaching and facilitated planning across the school.

Digital data walls, allowing access to school wide data at any time.

Continued use of Essential Assessment to enhance data collection and data conversations for student learning.

Learning Walks continued to be utilised by the leadership and staff teams with school wide patterns identified and utilized for further enhancement of student outcomes. Feedback from Learning Walks was given to staff and used during coaching conversations.

Ghost Walks became a tool for sharing practice across levels.

The program 'No More Marking' was introduced as a means of moderating student writing across the school.

Continued professional learning focused on the Science of Reading occurred.

Early Numeracy and Algebra training occurred in the Year 1/2 level.

Maths sprints began focusing on students in the top two bands whilst number intervention continued for 'at risk' students in number.

Professional Learning occurred for all staff with a focus on Developmental Language Delay to assist with providing in class support for students with learning difficulties. This work was linked closely to furthering teacher understanding of the Universal Design for Learning.

Learning Diversity continued to support students requiring intervention with over 150 PSG meetings held across the year.

## Student Learning Outcomes

Due to the change in timing and online delivery of Naplan in 2023, comparisons to previous years' results are not possible at this time.

The Learning and Teaching/ Naplan coordinator attended a professional learning session in October which will enable the school to analyse results from 2024 and record growth from 2025 (Gr 3 to Gr 5). Moving forward, this will enable the leadership team to create a data portfolio for teachers.

2023 Naplan, male/female numbers were: 27 M, 17 F in year 3 and 21 M, 19 F in year 5.

### Grade 3 Summary:

- Two students were withdrawn from NAPLAN at parent request.
- Writing – no students were in the 'Needs additional support' section.
- Spelling - Only 3 students in 'Needs additional support', 25/44 in 'developing'
- Reading - 30/44 students in 'strong' or 'exceeding'.
- Grammar and Punctuation – 10/44 students in 'Needs additional support'. This has become an area of focus.

Numeracy- 32/44 students in 'strong' or 'exceeding'.

### Grade 5 Summary:

- Writing – 25/40 'strong', 2/40 'exceeding', 9 'developing', 5/40 'need additional support'.
- Spelling – 9/40 students in 'Needs additional support'
- Reading – 30/40 students in 'strong' or 'exceeding'
- Numeracy – 30/40 students in 'strong' or 'exceeding' with only 2/40 'need additional support'.

The targeted teaching in Maths, the number intervention and especially the ENA and Counting Collections routines embedded in the school are believed to have contributed to these pleasing results.

It is believed that the Science of Reading Approach and the fluency pairs for reading have attributed to the pleasing reading results. It is believed that the embedded use of writing rubrics, bump it up walls and explicit teaching routines across the school have attributed to

the writing success especially in year 3, with further investigation required regarding the mixed year 5 results.

The Mini Lit program and the GRIN programs are also evidenced as having positive impact.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	375	45%
	Year 5	477	63%
Numeracy	Year 3	413	73%
	Year 5	490	75%
Reading	Year 3	388	68%
	Year 5	495	75%
Spelling	Year 3	367	36%
	Year 5	457	55%
Writing	Year 3	407	75%
	Year 5	468	66%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.



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## Student Wellbeing

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### Goals & Intended Outcomes

#### Goals & Intended Outcomes

Goal:

To empower our community to actively engage in the continual improvement of learning, well-being and faith.

Intended outcomes:

That a sequential Wellbeing approach is consistent across the school.

#### Achievements

The Positive Education Enhanced Curriculum which comes out of Monash University was implemented across the school with the Year 5/6 level enhancing this program with the Berry Street Resources. Extra support to provide resources for teachers when planning Wellbeing units was provided through the employment of part-time Wellbeing personnel.

5/6 flexible groupings during Wellbeing to address specific needs and utilise the expert knowledge of those trained in Berry Street was implemented, allowing for personalised learning within Wellbeing.

Whole School Meditation time was reinstated.

The principal engaged with the Eastern Regional Principal Network attending a series of work shops with Salugenics Psychology. Learnings from this series of workshops were shared with teaching staff and a 'Boss Tool Kit' was developed as part of managing feelings from Foundation through to Year 4. Parent sessions were held to share the wellbeing routine with parents. These were well received.

*Open Doors* (online education and safety) student program was facilitated for all students in Years 5/6.

Pastoral Care services worked closely with teaching staff to connect with individual students on a weekly basis.

Leadership staff continued to collaborate with students providing lunch time clubs.

## Value Added

Activities, practices and events that contribute to student wellbeing include:

- Focus on Child Safety at all Assemblies, Staff Meetings and SACS meetings as well as one the website and in weekly newsletters.
- Start and end of day, staff welcomes for all community members.
- Meditation time.
- Boss Tool Kit (grounding, breathing and affirmation practice).
- Reporting versus Dobbing initiative.
- Is it Bullying? charts.
- Flexible Wellbeing groups as well as one on one pastoral care.
- Excursions, incursions and special events days.
- Lunch time clubs.
- Performing arts choices for students Years3-6.
- Specialist programs.
- Interschool and regional sporting opportunities.
- Year 6 leadership week, camp and Bike Ed.
- Whole school Hide n' Seek
- Student led transition sessions.
- Student run cafe.
- Prep/Year 6 buddies.
- Production focusing on whole school wellbeing theme.
- Learning expos.
- Chickens, garden club and goats.

## Student Satisfaction

The greatest measure of the impact the Wellbeing strategies are having on students comes from the MACSSIS Data. The following presents a snap shot of that data for 2023. The sample comes from the student perception data and is reflective of both the family and staff data:

- School Climate: MACS average 59% St. Mary's 83%
- Teacher-student relationships: MACS average 71% St. Mary's 90%
- Student Belonging: MACS average 70% St. Mary's 88%
- Student Safety: MACS average 57% St. Mary's 82%
- Enabling Safety: MACS average 58% St. Mary's 83%
- Student Voice: MACS average 57% St. Mary's 78%

It is believed that the programs and procedures in place to support Wellbeing at St. Mary's contribute to these excellent results.

**Student Attendance**

Student non-attendance is included in reports and followed up personally with parents or guardians. Unexplained absences (of more than one day), are noted with contact being made from school to home on the same day, via telephone or face to face. The importance of regular attendance is also stressed at Information Sessions, in the school newsletter, on our website and via displays within the school. When non-attendance becomes a pattern of behaviour, a meeting is called with parents, guardian, teacher and principal. Barriers to attendance are discussed with agreed attendance goals and actions and supports are minuted and monitored.

**Average Student Attendance Rate by Year Level:**

Y01-86.9%

Y02-88.6%

Y03-88.1%

Y04-89.2%

Y05-86.5%

Y06-89.8

Overall average attendance-88.2%

<b>Average Student Attendance Rate by Year Level</b>	
Y01	94.6%
Y02	93.8%
Y03	95.3%
Y04	94.4%
Y05	95.5%
Y06	94.9%
Overall average attendance	94.7%

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## Leadership

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### Goals & Intended Outcomes

Goal:

To ensure leadership that mobilises and drives school wide improvement.

Intended outcomes:

That a coaching culture around feedback is evident. That collaboration in teams improves.

That staff are accountable to agreed policies and practices.

### Achievements

Ongoing support for leadership refining their coaching abilities. Growth Coaching International Training for leadership.

Strengthened PL and feedback for staff using the growth coaching model, with personal goals aligned to AAP.

All staff engaged in Coaching partnership between teaching staff and leadership as part of the professional learning cycle.

Refine and monitor agreement and practices around whole school literacy pedagogy and practices.

Continue Level team check ins with senior leadership staff: collaboration, accountability, challenges, opportunities & feedback.

Leadership Team to use a google calendar to even out/ coordinate the leadership expectations on staff.

Exploration of Assessment Waterfall Chart with staff and implications for practice.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2023	
<p>All staff engaged in online modules for Child Safety, First Aid, Anaphylaxis and Emergency Management.</p> <p>Teaching staff engaged in:</p> <p>Christian Meditation PL, exploring the what and how of Christian Meditation and implications for classroom practice.</p> <p>Pedagogy of Encounter developing Recontextualisation as facilitated by Religious Education Leader.</p> <p>No More Marking as facilitated by Literacy Leaders.</p> <p>Understanding Developmental Learning Delay and how to apply the Universal Design for Learning as facilitated by MACS speech learning consultant.</p> <p>Peter Sullivan: Launch, Explore Summarise. How to apply this to a differentiated classroom.</p> <p>Continued learning focused on the Science of Reading using the model of gradual release as facilitated by Literacy leaders.</p> <p>School Improvement Learning Collaborative facilitated by Dr. Simon Breakspear.</p> <p>Early Number and Algebra training for Year 1/2 Teaching team.</p> <p>Getting Ready in Number Training for selected ESO staff.</p> <p>MacqLit Training for selected ESO staff.</p>	
Number of teachers who participated in PL in 2023	31
Average expenditure per teacher for PL	\$774.00

### **Teacher Satisfaction**

The 2023 MACSSIS Data indicates a high level of staff satisfaction with results above the MACS average in all of the following areas as reported by staff:

- School climate
- Staff-Leadership relationships

- Instructional leadership
- Feedback
- School leadership
- Staff safety
- Psychological safety
- Professional learning
- Collaborative improvement strategy
- Collaboration in teams
- Support for teams
- Collective efficacy

<b>Teacher Qualifications</b>	
Doctorate	0.0%
Masters	7.4%
Graduate	14.8%
Graduate Certificate	3.7%
Bachelor Degree	51.9%
Advanced Diploma	18.5%
No Qualifications Listed	3.7%

<b>Staff Composition</b>	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	28
Teaching Staff (FTE)	22.3
Non-Teaching Staff (Headcount)	15
Non-Teaching Staff (FTE)	9.2
Indigenous Teaching Staff (Headcount)	1

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## Community Engagement

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### Goals & Intended Outcomes

**Goal:**

To empower our community to actively engage in the continual improvement of learning, well being and faith.

**Intended outcomes:**

That the school community strengthens their understanding of the interconnection between faith, life and culture.

That parents show improved engagement through digital platforms.

That effective community partnership opportunities are evident.

### Achievements

Improve regular communication around student learning between classroom and parent through weekly classroom emails to parents which cover all areas of school life relevant to the week/s. Continued implementation and refinement of Seesaw across the school, with all staff expected to post regularly regarding class learning and events.

Continued provision of lunch time clubs as informed by the Student Action Team, including: Dance Parties, Golf Range, Lego Club, Blue Wren Cafe, Karaoke club.

Second year of Student Progress Reports online through nForma portal.

Athletic Carnival included coffee van and Their care involvement.

Welcome Picnic.

Information evenings, face to face, online and video.

Video of special events, performances etc.. emailed to parents.

School Production and Junior Showcase.

Christmas Art Show, picnic and carols.

Weekly assemblies offered face to face and online.

Provision of school lunch orders run by volunteers as coordinated by the P & F. Parent Teacher Interviews offered both onsite and online.

Ed Board and P&F adjustments to timing and delivery with meeting times adjusted regularly to suit the majority of members.

Sacramental Family Engagement Evenings for all sacraments.

Monthly 'school supported' Sunday Mass opportunities, encouraging families to worship together with parish and staff.

Wellbeing education opportunities for parents held both in the afternoons and evenings.

### **Parent Satisfaction**

The overall positive endorsement from parents was 81% which well exceeded the MACS average of 68%.

Notably higher than MACS average were the following:

- Family engagement
- Barriers to engagement
- School fit
- School climate
- Student safety



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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.smmountevelyn.catholic.edu.au](http://www.smmountevelyn.catholic.edu.au)