



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Mary's School

84 Templeton Street, CASTLEMAINE 3450

Principal: John Doherty

Web: www.smcastlemaine.catholic.edu.au

Registration: 285, E Number: E1031

Principal's Attestation

I, John Doherty, 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 17 Jun 2024

About this report

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](#).

Governing Authority Report

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

Vision and Mission

Our School Vision

We are an empowered and sustainable learning community, centred in faith and united in our respect and responsibility for all of creation; we strive for excellence; actively living, learning, caring and growing together.

Our School Mission

- We gather in a faithful, supportive and inclusive community to build partnerships and a sense of belonging.
- We listen to God, others and ourselves to develop positive relationships.
- We share responsibility for our learning and guiding the learning of others.
- We act with faith, kindness and resilience working collaboratively and as empowered people to make a positive difference in our world.

St. Mary's Primary School see learning as an adventure and a journey of endless possibilities, where students are energised to seek meaning and explore questions about the world around them. In partnership with our parents, parish and broader community we contribute to a life-foundation for students that is centred in Jesus Christ and grounded in truth, beauty and love. At the very heart of our school is a desire for each student to excel, across spiritual, physical, cognitive, emotional and social domains.

As a learning community we tap into children's natural curiosity and motivation to learn and create opportunity for deep and rich learning experiences through a process of purposeful, project based and open-ended experiences where the children learn through the process of problem-solving, creating and collaboration.

We support students to grow in virtue and to embrace a view of themselves and the world that leads to peace, justice, and the prospering of the whole of creation.

We are a community of learners who:

- honour the sacred dignity of each person.
- embrace difference and diversity.
- build a culture of learning together.
- honour equitable access and opportunity for all.
- search for truth.
- engage with the deep questions of life.
- commit to achieving the best in ourselves.
- make a difference in the world.

We strive to work together, fostering respect for all and developing the whole child in a challenging, positive and caring environment actively referring to the following dispositions with our students:

As learners we:

- wonder
- persevere
- believe
- create

Acting with:

- respect
- responsibility
- resilience.

School Overview

The history of St. Mary's school parallels that of many Victorian goldfields schools in so many goldfields towns whose growth and development reflect that of Castlemaine. First, the basic timber and canvas structure, followed by something still basic, but more substantial and indicative of a faith in the future, maybe a stone or brick single room.

This, then, was so often followed by a period of guidance by religious orders of nuns, courageous nuns, dedicated to the education of the children of the Church. This was generally an involvement that lasted many years, and saw the establishment of a system of education in parochial schools throughout rural and urban areas alike.

At a much later date, decades later, and for myriad reasons, the religious orders largely withdrew from the system. But each left behind the solid foundations of modern educational institutions capable of responding to ever developing innovations in educational theory and their practical application. And so, tents and single room buildings became purpose built, specialist and generalist, equipped with the latest affordable technology.

St. Mary's school began as a timber and canvas "schoolroom" in the corner of what is now the Church grounds, on the corner of Templeton and Hargraves Streets in 1854. This spot is now occupied by the grotto.

By the time four Sisters of Mercy came from Kyneton to establish a convent, arriving on January 20th 1905, the school had two brick buildings housing three rooms, staffed by two secular teachers. The Sisters took control of St Mary's school on Monday January 23rd. From that time until their withdrawal from the school in 1984, the Sisters oversaw many and great developments including the establishment, and later closure, of the secondary school, St Gabriel's, and the continued expansion of the primary school. (St Gabriel's was registered in 1906 and closed in 1974.)

Since that time seven lay principals have been appointed; Les Coyle in 1985, Mark Bainbridge in 1988, Margaret Lynch in 1998, Ben Donnelly in 2010, Bronwyn Phillips in 2017 and Ben Shields, began in term 2, 2020. The current principal, John Doherty, began in 2023.

Each has overseen St. Mary's ongoing development into the modern Parish Primary School it is today.

Principal's Report

Our school is a co-educational Catholic School located in the regional Victorian township of Castlemaine with students attending from the surrounding areas. We have a current enrolment of 90 students from Foundation to Year 6.

St Mary's has a culture of continuous improvement where the principles of shared decision making and team-work are alive. We are committed to working together to guide and support each of the students in our care to reach the highest levels of development academically, socially, emotionally and spiritually. This is achieved by building a safe, inclusive and secure learning environment where opportunities are aplenty and diversity thrives.

St Mary's is a school where, through our learning and teaching, we strive to offer the best educational experiences possible. It is through the combination of the people in our community; parents, friends and staff that we aim to make a significant difference in the educational outcomes of all students.

At St Mary's, we offer a rich and diverse learning experience that encourages students to thrive. Our dynamic educators utilize contemporary teaching methods, backed by evidence-based research, to ensure educational excellence while prioritizing student well-being.

Key Highlights:

Engaging and wondrous learning environment

Development of global competencies: character, citizenship, collaboration, communication, creativity, and critical thinking

Holistic education within a diverse curriculum

Emphasis on sustainability and environmental education

Every child is valued and supported, fostering a sense of belonging

Students, staff, parents and community members are encouraged to participate in all aspects of school life and in the decisions of the school. Parents are valued as true partners in the education of their children, contributing their initiative, energy, time and expertise to the school.

I would like to express my gratitude to Fr. Wahid who is a wonderful support to me and to the school. His presence, advice and encouragement have been of enormous assistance throughout the year.

The remainder of this document will include reports against various government compliance requirements. These include our school's achievements relevant to our stated Annual Action Plan goals according to each area of the School Improvement Framework, student

achievement data, staff information, parent/student/teacher satisfaction and a listing of activities undertaken which add value to the curriculum offered at St. Mary's.

John Doherty

Principal

Catholic Identity and Mission

Goals & Intended Outcomes

Goals

To build an authentic Catholic learning community where all members learn about, reflect on and engage in the teachings and traditions of the Catholic Church within the contemporary world.

Intended Outcomes

That all teachers implement contemporary pedagogies in the teaching and learning process in Religious Education That student understanding of the relationship between social justice actions and Catholic identity will deepen. That the community actively learns about and makes connections between the Catholic faith and their daily lives.

Achievements

We have a strong commitment to enact serving others through social justice actions.

- We strengthen our Faith through meaningful, relevant, dynamic and engaging gatherings.
- Our Religious Education Leader and REC consultant engage in professional development in Religious Education to support staff.
- Classes attended Mass on Friday when restrictions permitted. We take part as a school community in regular liturgies, prayer services and community Masses.
- We make strong and authentic links between sacred text and our commitment to sustainable living which occurred throughout the classroom program.
- We are proud of our faith in Jesus and celebrate our Catholic Identity.
- We make Indigenous Links.
- We enact the vision of the Horizons of Hope Document.

Value Added

- Ongoing support was a focal point for our community organisations to assist in challenging times. The school community was supportive of drives such as the St Vincent de Paul Winter Appeal.
- Classes explored Sacred Stories and Sacred People (i.e. Saints) as well as important liturgical events throughout the year.

- The celebration of Sacraments. The students from St Mary's and the community have participated in the celebration of the Sacraments as a school and parish community.
- Caritas fundraising efforts.
- Outreach to local senior residence facilities for the students to reach out to the wider community.

Learning and Teaching

Goals & Intended Outcomes

Goals

To ensure that purposeful and authentic learning is visible throughout St. Mary's.

Intended Outcomes

1. Enhanced Student Learning: Student learning will be stimulating, relevant, and personalized.
2. Improved Literacy and Numeracy: Outcomes for all students in Literacy and Numeracy will improve.
3. Increased Student Engagement: Student engagement in all aspects across the curriculum will be enhanced to optimize student outcomes.

Achievements

Throughout 2023, the staff at St. Mary's drew upon various areas of expertise to support our students and maintain the quality of education.

Key Contributions and Support

Anushka: Provided ongoing support for religious education, ensuring continuity and depth in this crucial area of our curriculum.

Julie and Kylie: Served as a mentor, literacy coordinator, and deputy principal, offering invaluable assistance across the school.

Mark: Played a vital role as the well-being/learning diversity leader, offering outstanding support to staff, students, and families throughout the year.

Adjustments and Adaptations

Specialist Programs: Due to the necessity during remote learning, the specialist programs were limited.

School Production: This was a significant project in music and drama. The production mode had to adapt several times, ultimately being filmed and distributed to families via USB due to

the constraints of the pandemic.

Professional Development and Future Directions

Contemporary Pedagogies: Staff engaged in discussions on contemporary pedagogies, exploring flexible learning spaces and methods to increase student voice. A new learning pathway is set to commence in 2024, based on research into these pedagogies to make the best use of our existing facilities.

Personalization of Learning: Methods to further personalize learning were discussed to inform practices for 2023 and beyond. This included project-based learning, concept-based learning, and the use of data walls/proficiency scales. Some initiatives were postponed due to pandemic-related disruptions.

Professional Development: Significant funds were allocated for staff professional development in evidence-based practices, ensuring our teaching methods remain current and effective.

Moving Forward

The experiences and adaptations of 2023 have set a foundation for continued growth and improvement. The commitment to professional development and the exploration of innovative teaching strategies will guide our efforts to enhance student learning and engagement in the coming years.

Student Learning Outcomes

At St. Mary's, we are committed to ensuring that all students, including those with special needs, achieve success through sufficient time and support. We utilize pre and post assessments to monitor progress in English and Mathematics for all students, identifying those at risk. Our approach incorporates the Whole/Small/Whole strategy to meet each student at their point of need.

Whole/Small/Whole Teaching Strategy

- **Whole Class Teaching:** Teachers plan three levels of learning foci to address the varying needs of students while instructing the entire class.
- **Small Group Instruction:** Using Zone of Proximal Development, teachers provide targeted instruction at least twice a week. This method helps students, who have some foundational knowledge, to develop new understandings through guided learning with the teacher and peers.

- **Whole Class Reflection:** At the end of each session, students reconvene as a whole class to share insights, strategies, and new learnings.

Support for Students with Special Needs

Students with diagnosed disabilities and those identified on the Nationally Consistent Collection of Data (NCCD) as requiring Supplementary, Substantial, or Extensive adjustments have Individual Learning Plans (ILPs) with SMART goals tailored to their specific needs.

Dedicated Support Roles

- **Intervention Teacher:** A teacher dedicated to extra instruction three days per week.
- **Learning Support Officers (LSOs):** LSOs work within classrooms to support identified students.

Intervention Programs

Our intervention programs are designed to provide personalized and explicit instruction in small groups or individually, focusing on specific learning areas like English and Mathematics or specific activities like Physical Education.

Early Literacy Intervention (Foundation to Grade 2)

Support for Early Literacy Program: Conducted three days per week for six students with the intervention teacher.

Literacy Support (Grade 3)

Literacy Support Lessons: Two students receive support three days per week with the intervention teacher.

Daily Literacy Support: Provided by an LSO for individual students in Grade 3/4.

Early Reading Intervention : Run by an LSO, targeting phonological, orthographic, and comprehension strategies.

Mathematics Intervention

Junior Elementary Math Mastery (JEMM) Program: Implemented in Grades 3 and 4, with daily small group sessions led by an LSO.

Additional Literacy Support (2023)

Due to the impact of COVID lockdowns on learning, additional literacy support is provided by an intervention teacher one day per week across all grades for students needing extra help.

At St. Mary's, our structured support systems and targeted intervention programs ensure that every student has the opportunity to achieve their full potential.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	418	67%
	Year 5	*	*
Numeracy	Year 3	394	73%
	Year 5	*	*
Reading	Year 3	403	80%
	Year 5	*	*
Spelling	Year 3	389	53%
	Year 5	*	*
Writing	Year 3	415	80%
	Year 5	*	*

*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.

Student Wellbeing

Goals & Intended Outcomes

Goals

To provide a safe, supportive and consistent learning culture wherein students may flourish and their wellbeing is maximised at St Mary's.

Intended Outcomes

That behavioural management strategies will be consistent throughout the school. That each student grows in resilience, respect, empathy and self-regulation. That students' social and emotional wellbeing will be enhanced.

Achievements

In 2023, student wellbeing has been a central focus at St. Mary's. We have dedicated substantial effort and resources to ensure that the wellbeing of our students is prioritized, supporting their overall development and success.

Key Roles and Contributions

Mark O'Sullivan:

- **Wellbeing Leader:** Mark continued his exemplary work as the Wellbeing Leader, providing essential support to staff, students, and families.
- **Learning Diversity Leader:** Mark also took on the role of Learning Diversity Leader, addressing the diverse needs of our student population and ensuring inclusive practices.

Support Systems

- **Learning Support Officers (LSOs):** LSOs played a crucial role in facilitating on-site learning, particularly for students with additional needs, ensuring that every child received the support necessary for their educational progress.

Focus on Processes and Procedures

- **NCCD Guidelines:** With changes to the Nationally Consistent Collection of Data (NCCD) guidelines, there were ongoing discussions about improving processes and procedures to better support students with additional needs. Mark's leadership was instrumental in navigating these changes and implementing effective strategies.

Communication and Resources

- **Shared Resources:**
- **SeeSaw:** Students received ongoing educational resources through SeeSaw, supporting their learning both in the classroom and at home.
- **Weekly Newsletter:** Families were kept informed and engaged through our weekly newsletter, which included updates and resources to support student learning and wellbeing.

By focusing on student wellbeing and providing robust support systems, St. Mary's continues to foster a nurturing and inclusive environment where all students can thrive.

Value Added

- Passive Play was provided during recess and lunchtimes, to give students a calm place to make connections during break times.
- Support was given to staff during PLC meetings and facilitated planning times to deliver the wellbeing curriculum.
- The Year 4-6 students attended a three day camp.
- All students across the school participated in various excursions and incursions.
- The Year 3-6 students competed in Lightning Premiership.
- Consistent behaviour tracking on the yard continued to identify areas of need.
- Value awards were given to students at Assembly that demonstrated our school values.

Student Satisfaction

The increase from 52% in 2022 to 58% in 2023 signifies a positive trend where more students feel valued as members of their community. This enhancement in students' sense of belonging has contributed to a more supportive and cohesive school environment, which will enable better academic and social outcomes. Further efforts to foster inclusivity and recognition within the school community will be implemented to help sustain and build upon this positive trend.

2023 showed a positive trend where more students felt that their teachers hold them to high expectations. This improvement will allow students to achieve better educational outcomes, as high expectations from teachers are often associated with higher student performance and engagement.

Student Attendance

The school reviews attendance rates regularly and noticeable rates of absenteeism by individual children are followed up by the Wellbeing Coordinator and/or the Principal following guidelines for attendance and absenteeism as set out by MACS and the Education

Average Student Attendance Rate by Year Level	
Y01	90.8%
Y02	88.4%
Y03	88.8%
Y04	82.5%
Y05	91.0%
Y06	88.7%
Overall average attendance	88.4%

Leadership

Goals & Intended Outcomes

Goals

- Professional learning plans will be collaboratively developed with input from all staff members to ensure they are relevant and aligned with both individual and school-wide goals.
- Adaptive leadership opportunities will be made available to staff to encourage innovation and responsiveness to changing educational needs.

Intended Outcomes

This collaborative process will involve regular consultations, feedback sessions, and the identification of professional development needs. Staff will be encouraged to take ownership of their professional growth by setting personal learning goals and actively participating in the planning process.

These opportunities will include leadership training programs, mentorship arrangements, and roles in school improvement initiatives. Staff will be supported in developing skills such as strategic thinking, problem-solving, and change management.

Achievements

The school experienced significant staff changes in 2023, with all but one class receiving a new teacher. Additionally, the school welcomed a new principal, marking a substantial shift in leadership. To support these transitions, the school introduced opportunities for additional leadership roles, specifically in the areas of Literacy and Mathematics. These positions aimed to enhance instructional practices and support student achievement in these critical areas.

Staff began a self-evaluation process aligned with the Australian Institute for Teaching and School Leadership (AITSL) professional standards. This initiative encouraged educators to reflect on their practice, identify areas for growth, and set professional development goals. The self-evaluation process was designed to promote continuous improvement and ensure that teaching practices met the highest standards of educational excellence.

Effective communication was prioritized to ensure that all staff, particularly those who were part-time, received the same information. A weekly morning briefing was held in person at 8:25 AM every Tuesday to inform staff about the week's events and updates.

The introduction of a new enterprise agreement (EBA) in 2023 brought changes to the school's staff culture. The new EBA included the implementation of Time In Lieu (TIL) and the diligent recording of staff leaving before the designated time. Managing the "30 + 8" model, TIL, and other aspects of the new EBA presented challenges and required adjustments in school leadership practices. These changes created some initial confusion among staff, indicating a need for clear communication and support as new processes were developed and refined.

The changes introduced by the new EBA, along with the major staff transitions, necessitated the development of new processes and practices to ensure smooth operations. Leadership acknowledged that these changes would take time to settle and planned to focus on refining and adapting these processes in 2024. Efforts would be made to provide additional support and clarity to staff, ensuring that the school could effectively manage the new requirements and continue to provide a high-quality educational environment.

The year 2023 was marked by significant changes and challenges, including a major turnover in teaching staff, a new principal, the introduction of leadership opportunities in key academic areas, and the implementation of a new enterprise agreement. Through enhanced communication strategies, a focus on professional standards, and a commitment to adapting to new processes, the school aimed to navigate these changes successfully and continue its journey toward educational excellence.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

In 2023, professional learning was a critical component in supporting the development of the new staff group. Given the significant turnover and the introduction of new educators, ensuring that all staff were equipped with the necessary skills and knowledge was essential for maintaining high educational standards and fostering a cohesive teaching environment.

PLD Spelling Program

The implementation of the PLD (Promoting Literacy Development) spelling program was a key focus of professional learning. All staff were provided with training to assist them in effectively incorporating this program into their teaching. The PLD program aims to improve students' spelling skills through structured, evidence-based methods, and its successful implementation required comprehensive understanding and consistent application by teachers. Professional learning sessions covered the principles of the PLD approach, practical strategies for classroom use, and methods for monitoring student progress.

Religious Education Professional Learning

Given that many new staff members came from outside Catholic education, professional learning in Religious Education was prioritized. The school collaborated with Melbourne Archdiocese Catholic Schools (MACS) staff to deliver targeted training. This professional learning aimed to familiarize teachers with the core tenets of Catholic education, effective methods for integrating religious themes into the curriculum, and approaches for fostering students' spiritual development. Ensuring that all staff were confident and competent in delivering religious education was crucial for maintaining the school's Catholic identity and providing a holistic educational experience.

New Pedagogies for Deep Learning

A school closure day was dedicated to professional learning focused on the New Pedagogies for Deep Learning (NPDL) methodology. This initiative provided staff with the opportunity to explore and understand the principles of deep learning and how to embed these pedagogies into their daily practice. The NPDL approach emphasizes developing students' critical thinking, creativity, collaboration, and problem-solving skills through engaging and meaningful learning experiences. The professional learning day included workshops, collaborative planning sessions, and discussions on best practices for integrating deep learning strategies across various subjects.

Number of teachers who participated in PL in 2023	12
Average expenditure per teacher for PL	\$500.00

Teacher Satisfaction

In 2023, St. Mary's School experienced significant staff changes, with all but one class receiving a new teacher. Additionally, the school welcomed a new principal, leading to a substantial shift in leadership. These changes brought about both opportunities and challenges for the school community.

The influx of new staff and the leadership transition reflected a decrease in teacher satisfaction. The new teachers faced the challenge of integrating into the existing culture and establishing a new staff dynamic at St. Mary's. Building a cohesive and collaborative team from a group of individuals with diverse backgrounds and experiences required time, effort, and effective support mechanisms.

The school administration acknowledged the challenges associated with these significant changes. The process of fostering a unified staff dynamic and ensuring that all teachers felt supported and valued was recognized as a priority. The administration understood that addressing these challenges was crucial for the overall morale and effectiveness of the teaching staff.

Through targeted professional learning and support for the changes brought by the new EBA, the school is actively working to address these challenges and promote a collaborative, supportive, and high-performing educational environment.

Teacher Qualifications	
Doctorate	0.0%
Masters	20.0%
Graduate	10.0%
Graduate Certificate	0.0%
Bachelor Degree	20.0%
Advanced Diploma	10.0%
No Qualifications Listed	40.0%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	18
Teaching Staff (FTE)	12.4
Non-Teaching Staff (Headcount)	7
Non-Teaching Staff (FTE)	5.9
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goals and Intended Outcomes

To build a collaborative partnership between home, school, parish and wider community to support children's engagement and learning outcomes.

Achievements

Throughout the year, we planned liturgies dedicated to honouring the significant roles of mothers, fathers, and grandparents within our community. These special occasions were not only marked by beautiful ceremonies but were also complemented by warm and welcoming Morning Tea gatherings. The overwhelming response from our community was truly heartening, with many visitors gracing our Grandparent's Day event. This remarkable turnout served as a testament to the strong bonds and cherished relationships that exist within our school family.

The Parents and Friends group maintained regular meetings, orchestrating an array of engaging activities tailored for children and social gatherings designed for parents. These included well-received events such as the special lunch days each term, the toast breakfast club every morning and the exhilarating Colour Run.

As we look ahead to 2024, we remain committed to building upon the strong foundation of community involvement and support that defines our school.

Parent Satisfaction

In 2023 we made a concerted effort to have more parents complete the survey, however we were successful in having 20% of families participating. The results of the survey remained fairly consistent those of 2022 and with that of the MACS average of schools with some slightly higher and some slightly lower. The overall picture is that parents are on the whole satisfied with what we are doing and the education we are providing (80% approval).

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.smcastlemaine.catholic.edu.au