



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



St George Preca
Primary School

St George Preca School

22-48 Lancefield Drive, CAROLINE SPRINGS 3023

Principal: Michael Ozbun

Web: www.stgeorgepreca.catholic.edu.au

Registration: 2059, E Number: E1384

Principal's Attestation

I, Michael Ozbun, attest that St George Preca 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

St George Preca 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

“Learning through Faith”

At St George Preca School, within the parish of St Catherine of Siena, we seek to follow the example of our patron saint, St George Preca, who lived his life through the Gospel values. His work was based on his belief that

“... the whole world accepts the Gospel”

In the spirit of St George Preca we strive to:

- provide Teaching and Learning programs that focus on Faith Formation and Development and Personalised Learning pathways to develop an inquiring mind in students.
- develop a welcoming community that are resilient, independent and lifelong learners.
- create a community in which every individual is cared for spiritually, intellectually, physically, socially and emotionally.

We value the partnership which exists between parish, school, parents and wider community and its integral role in realising this vision.

School Overview

St George Preca Primary School is a co-educational school located 23 kilometres west of Melbourne CBD, providing a Catholic Education for 715 children in Years Prep to Six.

St George Preca, our patron saint, espouses the themes and standards of living the gospel values; inclusiveness; standing firm in our beliefs, even against the odds; and spreading the good news to all. He was renowned for his commitment to teaching the faith and his wish was that the whole world would follow the gospel.

Education is a life-long journey and the empowerment it provides is the common goal binding us all - that we can work together as members of the community to build a better life for our children and the future.

Our school community is made up of almost 80 different nationalities including refugee arrivals who continue to join our community from Iraq. Many of our children were born in Australia and some speak several languages.

As a Catholic school community serving the Parish of St Catherine of Siena Caroline Springs, we will develop:

- our faith identity with the parish community ensuring our motto of "Learning Through Faith" is prominent within the school
- our personalised approach to learning and teaching as a professional learning community.

Principal's Report

In 2024 our Parish Priest, Fr Richard, continued his highly visible presence with regular visits to the classrooms and the staff room. Fr Richard supported families, staff and students with the sacramental programs as well as general learning within the school and at the church.

Fr Richard provided numerous opportunities for the children to participate in Reconciliation, encouraging them in the charism of St George Preca to live the message of the Gospels. The annual faith night sessions for Reconciliation, Eucharist and Confirmation were held for parents and students as part of the preparation for each sacrament. The feedback from the evenings was very positive.

The curriculum plan focused on targeted professional development for English, Mathematics and Religious Education. The revision of the assessment schedule incorporating the three tiers of assessment was a major investment. Teachers were released to individually assess students across the year levels. This was an essential element of improving assessment practices and student outcomes. The curriculum leaders guided teachers to further develop their skills in data analysis. With these core elements established, targeted teaching and the tracking of each student's learning progress is becoming embedded in our practice. We continued to attend professional learning based on the Science of Learning while simultaneously implementing learnt practices. Prior to the start of the year, our Prep Team attending professional learning on UFLI, a systematic synthetic phonics program, and commenced teaching of UFLI which was fully embedded during the 2024 school year.

The continuation of the Refugee Education Support Program (RESP) Team provided the link for a number of our support programs and practices. We continued to support staff members in our community connections for the Iraqi, Sudanese and Ugandan families. The parent meetings, facilitated by the RESP Team, were designed to enable our new families to support their children's transition to school. Several workshops were offered to families that coincided with specific school events, such as the athletics day, swimming carnival, and sacramental preparations. Additional workshops supported parents with setting up the school app on their personal devices and making online appointments for Parent/Teacher interviews. These workshops were all well-attended, which was a testament to the success of the RESP Team initiative.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal:

To develop a comprehensive faith formation plan that enhances theological understanding

Intended Outcomes:

To develop a strong Catholic culture and increased confidence in theological teaching and understanding.

Achievements

Throughout 2024, Religious Education at our school continued to grow and evolve, helping to foster a vibrant and faith-filled culture within our community. Our two Religious Education Leaders, appointed in 2023, built on their first year of leadership by reflecting on their experiences and continuing to grow in confidence and capability. Areas such as forward planning, moderation, faith formation, and deepening knowledge and understanding were strengthened across the year. Well-planned professional learning also helped boost both teacher and student confidence in teaching and learning Religious Education.

Guided by the 2024 Liturgical Calendar, our spiritual journey remained a key focus. Students had valuable opportunities to attend Mass—either at church or onsite—and also enjoyed time with Father Richard, who visited and spent time with year level groups.

Prayer

At the beginning of the school year, our regular onsite prayer routines and rituals continued, helping to set a calm and reflective tone each day. These practices were designed to nurture a sense of spiritual connection among both students and staff.

Dedicated weekly time was set aside for staff to engage in prayer and reflection, supporting personal spiritual growth and strengthening a sense of unity within the team. Each year-level team had the opportunity to lead staff prayer at least once per term, supported by the introduction of a simplified planning template.

Whole-school weekly Prayer Services were scheduled more consistently, with each class supported to lead one service during the year.

Parent engagement was enhanced through a few key changes: the time of the weekly Prayer Services was adjusted to be more accessible, dates were planned in advance, and added to the Shared Parent Calendar. Prayer and Scripture reflections were also included in our fortnightly newsletters for families to share at home. Parents were warmly invited to join parish events such as the Lenten Novena, helping to build stronger connections between school, home, and parish life.

Parish

The connection between the parish and the two primary schools has continued to grow stronger over the past year. Father Richard has regularly visited year levels, spending time with students and supporting their faith journey. He also came to hear confession for children who had made their Reconciliation and were preparing for the sacraments of First Holy Communion and Confirmation.

Father Richard also contributed to staff formation by presenting to teams and enriching our spiritual development program. Religious Education Leaders from both parish schools met with him regularly to coordinate timetables, share ideas, and ensure consistency across the schools.

Students had the opportunity to take part in whole school Masses both at the church and onsite. The growing confidence in using live streaming has allowed us to continue these celebrations even in poor weather, ensuring a consistent connection to our faith. These experiences have helped strengthen the children's spiritual formation and connection to the Church.

In addition, Father Richard continued to offer formation opportunities for parents by leading Sacramental Family Faith Nights and welcoming families to Parish Afternoon Teas.

Curriculum and Staff Formation/Professional Development

The planning and delivery of the Religious Education (RE) curriculum continued to strengthen throughout the year. Planners and curriculum resources were aligned with the comprehensive Scope and Sequence, ensuring all key areas were taught effectively. The new RE Leaders played a key role in streamlining the planning process and promoting ongoing dialogue during planning sessions, in classrooms, and staff meetings. They also regularly shared ideas from Religious Education Network Days and led professional learning sessions to support staff with important events in the liturgical calendar, such as Lent and Easter.

Support from MACS staff further contributed to the development of the new RE Leaders, who were guided and encouraged in their roles throughout the year.

Scheduled termly forward planning and facilitated RE planning sessions were held regularly to help build teacher confidence and support high-quality teaching and learning. Staff were also provided with timely and detailed information and resources related to significant liturgical events, such as All Souls Day and the Feast Day of St George Preca.

The Teacher Accreditation Platform (TAP) remained a focus, with staff supported to understand and track their required hours of RE professional learning.

Staff formation was also a key element of our two-day conference, which featured presentations from Father Rob Galea and Father Richard Rosse, providing inspiration and deepening the spiritual formation of all staff.

Value Added

Prayer and Liturgical Life

- Regular weekly whole-school prayer services continued onsite, with online options used when needed.
- A revised planning template was introduced to support staff and ensure consistency in prayer service preparation.
- Music played at the beginning of each day was updated to calming, spiritual tracks by Father Rob Galea to help set a reflective tone.
- Prayer table resources began to be refreshed, including the purchase and blessing of new crucifixes for use throughout the school.
- A sequential approach to learning prayers and parts of the Mass was consolidated, ensuring alignment with students' developmental stages.

Family and Parish Engagement

- Communication with families was enhanced by updating the RE section of the school newsletter to include a consistent format and the upcoming Sunday Gospel, encouraging family reflection at home.
- A strong relationship with the parish was maintained through regular term meetings with Father Richard and Religious Education Leaders (RELs) from both parish schools.
- REL meetings with the school principal were introduced to support leadership collaboration in RE.
- Father Richard continued to be actively involved in the school's spiritual life, contributing to both staff and parent formation.
- A senior student RE Team was established to support religious activities, including reading at Masses.

Curriculum and Planning

- RE planners and curriculum resources were regularly updated, supported by two facilitated planning sessions each term.

- Dedicated forward planning sessions for Religious Education continued once per term to enhance staff confidence and curriculum delivery.
- A shared resource folder on the school's drive was continually updated to support teaching and learning.

Professional Learning and Formation

- The whole school once again invested in FRG/Icon Ministry professional learning, allowing teachers to access sessions in their own time and contribute to their TAP (Teacher Accreditation Platform) hours.
- Staff participated in both internal and external professional development opportunities, including planning meetings, project teams, closure days, and conferences.
- A two-day school conference with a combined Religious Education and Wellbeing focus was held, featuring guest presenters Father Rob Galea and Father Richard Rosse.
- Staff continued to work toward or maintain their Accreditation to Teach Religious Education through further study.
- RELs attended regular network meetings and invited MACS staff to provide professional learning, enhancing staff understanding of Scripture in context.

Social Justice and Faith in Action

- A Year 6 incursion from Bahay Tuluyan deepened students' understanding of social justice.
- Caritas Australia provided an engaging incursion to support the school's social justice education.
- The Preca Brothers were introduced to students during the St. George Preca Feast Day Mass, with a special presentation to Year 5 students.

Learning and Teaching

Goals & Intended Outcomes

To develop and implement a consistent pedagogical approach to learning and teaching.

Intended Outcomes:

- That staff implement pedagogical practices with fidelity
- That students are engaged and active learners

Achievements

In 2024, the school continued to strengthen instructional practice through a focus on high-impact teaching, curriculum alignment and targeted support. The school's implementation of the Vision for Instruction underpinned work in English and Mathematics, with a shift toward explicit teaching, guided practice and daily review routines.

Vision for Instruction

In alignment with the Vision for Instruction position statement (2024), the school began exploring and implementing daily reviews, explicit instruction, and guided practice in English and Mathematics.

School leaders attended the Flourishing Learners, Teachers & Leaders Day 1.

The whole staff participated in the Flourishing Learners West professional learning days, which focused on high-impact reading and writing instruction.

Planning

Facilitated planning with English and Mathematics leaders continued across all teaching levels, with the addition of Religious Education and Inquiry planning twice a term.

Forward planning was introduced, enabling organised curriculum implementation, efficient lesson planning and effective resource management, ultimately enhancing teaching and learning experiences for students.

The learning program included:

- **Core subjects:** English, Mathematics, Inquiry and Religious Education
- **Wellbeing and specialist subjects:** Physical Education, Performing Arts, Visual Arts, Digital Technology, STEM and Italian

Yearly and termly overviews were prepared for English, Mathematics, Religious Education, Inquiry and Wellbeing by year-level teachers, supported by the Learning and Teaching team.

Literacy

In line with the Science of Reading, the Prep level adopted UFLI Foundations — an explicit and systematic program designed to teach foundational reading skills. It follows a carefully developed scope and sequence to ensure students systematically acquire and confidently apply each skill with automaticity. The program was used for both core instruction and intervention in the junior years.

In Years 1–6, PhOrMeS (Phonology, Orthography, Morphology, Etymology, and Semantics) was introduced. This comprehensive curriculum improves word reading, spelling and vocabulary by systematically teaching foundational literacy skills.

Decodable readers were purchased to support early reading development by reinforcing phonics skills. These texts emphasise letter-sound relationships, enabling beginning readers to decode words they have learned. Through structured and sequential practice, decodable readers build reading confidence and foundational literacy skills.

In Term 3, Ochre Education resources were introduced in Years 3–6 to improve student outcomes and close the disadvantage gap by supporting teachers in delivering high-quality curriculum access for all students.

Student diaries were once again provided for Prep to Year 6 to support reading monitoring by students and parents. Students were taught to use diaries as a tool for organizing their time at home and school. Additionally, a blog was made available for parents to assist students with accessing extra learning opportunities at home.

Information and induction sessions were conducted for parents and carers to promote their involvement in the school community, with a focus on supporting English and Mathematics programs.

Students in Years 1–5 engaged with Technology-Assisted Learning Strategies (TALS), a process using computers and digital programs to facilitate instruction and enhance student learning access.

The Online Scholastic Book Club continued to offer families an affordable and convenient way to access quality children's literature. The annual Book Week festivities were a highlight of 2024, where students explored a variety of texts, participated in a book parade, and engaged in activities led by classroom teachers.

The annual Scholastic Book Fair provided students with opportunities to immerse themselves in texts by various authors, broaden their home libraries, and continue fostering a love of

reading. Additionally, an online Poetry Competition was held, with prizes awarded to successful students in each cohort.

Online subscriptions to support English and Mathematics learning continued for Prep to Year 6 students.

In 2024, an EAL and New Arrivals teacher was employed to provide optimal conditions for English learning. This teacher worked with small groups to support language development and integration.

Literacy Professional Development

Literacy leaders attended the Teach Well Masterclass at MACS, equipping them with high-impact instructional strategies and a deep understanding of the science of learning. The goal was to enhance student outcomes and build a stronger, more effective educational system.

Staff also participated in the following literacy-focused professional learning during Professional Learning Team (PLT) meetings:

PhOrMeS

DIBELS administration

Reading moderation — analysing DIBELS and PAT-R data

Implementation of Brightpath for writing assessment

Writing moderation using Brightpath

Evaluation of Ochre resources

Introduction to resources available through Technology-Assisted Learning Strategies (TALS)

Vision for Instruction

Multiple report guidelines, overview writing, and sample comments workshops

EAL evaluations and goal setting

Mathematics

In Prep to Year 6, we continued to deliver a strong and engaging mathematics program through explicit teaching, purposeful games, hands-on activities, and rich, challenging tasks. Teachers used pre-assessments before planning each unit to identify learning needs and uncover misconceptions, ensuring instruction was targeted and effective for all students.

In alignment with the release of the Vision for Instruction from MACS and informed by the science of learning, daily reviews were introduced to replace traditional warm-up routines at the beginning of each maths lesson. These were implemented in a staged rollout—beginning in Term 2 for Years Prep–2, Term 3 for Years 3–4, and Term 4 for Years 5–6. Throughout Semester 2, teaching teams also began exploring and trialling the Ochre explicit teaching model for mathematics lessons to further strengthen instructional practice.

Targeted intervention opportunities were provided for students identified as at risk, ensuring they received the support needed to build foundational skills and confidence. Extension groups were facilitated by the Maths Leader and Learning and Teaching Leader to challenge high-achieving students. These students also had the opportunity to participate in enrichment experiences such as the Mathematical Olympiads and the Australian Mathematics Competition, showcasing their problem-solving abilities.

Mathematics Professional Development

The principal, the learning and teaching leader, the mathematics leader and a team of classroom teachers attended the Teaching for Impact in Mathematics Series (TIMS), presented by Teach Well in partnership with Ochre and MACS. As part of the professional learning, these school leaders also participated in a Leading TIM Series workshop. The team of teachers recorded their lessons and reflected on their use of full participation strategies, receiving expert feedback from the Teach Well coaching team.

Feedback from both teachers and leaders was positive. Teachers reported a stronger understanding and use of the Ochre resources, noted meaningful changes in their teaching practice, and felt more confident in checking for student understanding throughout lessons. This professional learning complemented our introduction of daily reviews and experimentation with explicit teaching and guided practice pedagogical approaches using the Ochre resources. This assisted in clear improvements in classroom practice and expressed a strong commitment to ongoing support for high-impact instructional approaches.

Staff also participated in the following mathematics-focused professional learning during Professional Learning Team (PLT) meetings and facilitated planning:

Choral counting

Incorporating rich games into units of work and warm-ups to build fluency

Maths moderation for reporting

Reporting guidelines, overview writing, and sample comments workshops

Engagement norms to support explicit teaching and guided practice in English and Maths

Inquiry

In 2023, St George Preca began developing a whole-school Inquiry Framework shaped by feedback from students, staff and families. This led to the introduction of four conceptual lenses that guided planning throughout 2024:

Identity & Wellbeing

Physical World & Sustainability

Design & Innovation

Community & Culture

Each unit integrated content across multiple learning areas, particularly Science, Humanities, Health and Design & Technologies, with strong links to the English curriculum. Inquiry was

used as a vehicle for building content knowledge, developing rich vocabulary, and engaging students in hands-on, meaningful learning experiences.

Throughout 2024, the school implemented this approach through staff professional learning, team planning and the use of “nutshell statements” — short, student-friendly concept summaries that introduced each unit. Student voice was prioritised at the beginning of every unit, with students contributing questions and interests based on the upcoming focus.

Inquiry units were designed to:

- Be driven by student voice and questioning
- Be hands-on, experiential and inquiry-based
- Be multimodal and flexible in delivery
- Connect authentically to real-life contexts
- Provide scope for student interests and curiosity
- Promote collaboration and shared classroom norms
- Be visible within the learning environment
- Include personal learning goals and reflection
- Involve connections to the broader community
- Build skills in critical thinking, creativity and metacognition

A range of incursions, excursions and camps enrich the Inquiry experience and bring learning to life. From local walks and guest speakers to full-day excursions and multi-day camps, students have opportunities to explore their world in practical and meaningful ways. These experiences support social development, deepen conceptual understanding, and provide valuable opportunities to apply learning beyond the classroom.

In 2025, the school will build on this foundation by refining its approach to place greater emphasis on targeted learning within specific curriculum areas. While the four lenses and cross-curricular integration provided a strong foundation, future units will focus more explicitly on content, vocabulary and key discipline knowledge, with a continued emphasis on student engagement and real-world relevance.

Inquiry Professional Development

In Term 4 of 2023, staff participated in a whole-school closure day facilitated by academic consultant Dr Jeni Wilson. The session focused on concept-based Inquiry, student questioning, and integrated curriculum planning, drawing on the Kath Murdoch approach

This professional learning formed the foundation for the 2024 implementation of the whole-school Inquiry Framework

Ongoing planning support was provided through leadership-led sessions and Professional Learning Team meetings, enabling teachers to embed nutshell statements, build units around big ideas, and integrate multiple curriculum areas

Staff reflected on the effectiveness of the 2024 approach in preparation for a transition in 2025 toward more explicit, discipline-based teaching and vocabulary development.

Student Learning Outcomes

Data and Assessment

At St George Precast, student support is underpinned by a structured and data-informed process that ensures both English and Mathematics needs are identified early and addressed in a coordinated manner. Each semester, the Learning and Teaching team reviews a wide range of student learning data—including achievement levels, EAL proficiency, and NCCD adjustments—to determine which students may benefit from additional support.

Students are grouped according to the level and nature of their need, such as those significantly below expected standards, those requiring foundational skill development, or those needing specific language or numeracy support. These students are prioritised for targeted intervention, delivered through differentiated classroom strategies, small group programs, or specialist-led sessions.

A centralised spreadsheet and visual tracking system is maintained by the leadership team to monitor progress, guide planning, and ensure interventions are timely and consistent across the school.

In 2024, the Assessment Schedule—developed by the Learning and Teaching team—ensured a structured approach to both English and Mathematics assessments. In Terms 2 and 4, PAT Progressive assessments in Reading and Mathematics were conducted for students in Years 1 to 6 to support reporting and instructional planning. PAT Vocabulary, Spelling, and Grammar and Punctuation were also trialled as part of a broader literacy data set.

In the early years, the English Online Interview (EOI) and Mathematics Online Interview (MOI) were administered in Term 1 for Prep and Year 1. DIBELS assessments were implemented school-wide in Terms 2 and 4 to monitor foundational reading skills.

In Mathematics, Essential Assessment was used regularly from Years 3 to 6 to pre-test concepts and identify gaps, while rich assessment tasks across all year levels provided insight into students' thinking and misconceptions. Mental computation assessments informed fluency-based instruction throughout the school.

In Years 5 and 6, the Scaffolding Numeracy in the Middle Years (SNMY) assessment was used to pinpoint student needs in Multiplicative Thinking. This data informed a focused teaching sprint involving targeted small groups and multi-zone tasks aimed at deepening students' conceptual understanding.

This balanced and systematic approach ensures that student learning needs across both English and Mathematics are addressed through evidence-based strategies, supporting all learners to make measurable progress.

NAPLAN Data

In 2024, our Year 3 results continued to show growth across most domains. Compared to 2023, Year 3 students achieved higher mean scale scores in Grammar and Punctuation, Numeracy, Reading, and Writing. Proficiency rates also increased in all areas except Reading, which remained steady at 73%. Of note, 95% of Year 3 students met the proficient standard in Writing—an 8% improvement from 2023.

For Year 5, the strongest gains were seen in Grammar and Punctuation and Writing. The proportion of students meeting the proficient standard in Grammar and Punctuation rose from 66% to 76%, and Writing improved from 86% to 95%, maintaining its position as a school strength. Numeracy and Spelling proficiency remained stable, while Reading showed a slight decline of 1% despite a strong cohort performance overall.

In response to the 2023 focus on Reading and Grammar and Punctuation at Year 5, the increase in Grammar and Punctuation proficiency suggests a positive impact from targeted literacy strategies. Reading outcomes, while still strong, will remain an area of focus to ensure continued improvement.

Overall, the 2024 results demonstrate a positive trajectory in key learning areas, particularly in Writing across both year levels, and reflect the effectiveness of our ongoing instructional improvements.

A school's NAPLAN test must have a minimum of 11 participants and an 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.

| NAPLAN - Proportion of students meeting the proficient standards | | | |
|---|-------------------|-------------------------|-------------------|
| Domain | Year level | Mean Scale score | Proficient |
| Grammar & Punctuation | Year 3 | 431 | 66% |
| | Year 5 | 512 | 76% |
| Numeracy | Year 3 | 416 | 71% |
| | Year 5 | 492 | 71% |
| Reading | Year 3 | 430 | 73% |
| | Year 5 | 488 | 80% |
| Spelling | Year 3 | 420 | 72% |
| | Year 5 | 495 | 79% |
| Writing | Year 3 | 445 | 95% |
| | Year 5 | 503 | 85% |

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

Student Wellbeing

Goals & Intended Outcomes

Goals & Intended Outcomes

Wellbeing Leadership Goal:

To co-construct and implement a framework that fosters well-being, voice and agency.

To develop a whole school approach to wellbeing

To support staff in developing personally and professionally

To provide opportunities for staff to engage in professional learning

Strengthen staff teaching of SEL

To develop a whole school approach to collecting wellbeing data

Outcomes

That all staff actively seek ways to develop themselves professionally

Adapt a framework for a whole school approach to wellbeing

Achievements

A focus for 2024 was exploring potential wellbeing frameworks. The school introduced a Positive Education approach being the PERMAH framework, to support a whole school wellbeing program.

All staff attended a conference to support this new framework for teaching wellbeing.

Teachers were supported with the embedding of the new concepts in the PERMAH framework

through lesson delivery of the Positive Education Enhanced Curriculum (PEEC) lessons and resourcing, and continuing the facilitation of Morning Meetings in their classrooms. There was wellbeing professional learning throughout the year during staff meeting time including; Connecting your School Community and Embedding Social and Emotional learning across your school. Continuous consultation with the Allied Health team and teachers to provide

adjustments for students to improve learning and wellbeing outcomes

Value Added

Continuous consultation with the Allied Health team and teachers to provide adjustments for students to improve learning and wellbeing outcomes. The school psychologist continued with anxiety group sessions for identified students

'Passive Play' was embedded to provide students with a space to play and connect with their peers in closely supervised areas to facilitate peer relationships

Professional Learning Meetings facilitated by the Learning Diversity team focusing on the wellbeing benefits of mindfulness practices, exercise and the importance of positive emotions.

Student Satisfaction

In the 2024 Melbourne Archdiocese Catholic Schools Improvement Survey (MACSSIS) results showed that students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance. The data also showed strength in; student perceptions about the Catholic identity of the school as well as students' mindset about themselves as learners.

Student Attendance

All students are required to attend school unless there are reasonable and valid grounds for them to be absent. The Principal communicates attendance expectations to parents and students when they enrol at the school, and regularly communicates with all parents about attendance expectations via the Skool Loop App, and school newsletter. Parents/Carers must notify the school on the morning of their child's being absent or prior to this if known. In the event that there is no notification of a child's absence by 9.30 am, the school sends a text message to prompt parents/carers to call the school. If no contact is made by 11.00 am, school office staff call the parents until the absence has been explained and recorded.

If a student has been absent for 5 days or more in a single term without any reasonable or valid grounds, the classroom teacher discusses the matter with the Deputy Principal/Student Wellbeing Leader. Contact is then made with the parents with the view of developing and implementing strategies to minimise absences. Support is offered to families when required to enhance attendance

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Non Indigenous Prep - 88.8%

Non Indigenous Yr 1 - 88.4%

Non Indigenous Yr 2 - 93.5%

Non Indigenous Yr 3 - 91.9%

Non Indigenous Yr 4 - 92.6%

Indigenous Yr 4 - 89.9%

Non Indigenous Yr 5 - 89.5%

Non Indigenous Yr 6 - 91.2%

Overall average attendance was 90.8%

| Average Student Attendance Rate by Year Level | |
|---|------|
| Y01 | 87.0 |
| Y02 | 92.8 |
| Y03 | 91.4 |
| Y04 | 92.2 |
| Y05 | 88.2 |
| Y06 | 90.6 |
| Overall average attendance | 90.4 |

Leadership

Goals & Intended Outcomes

To create a context for improvement and change, informed by the charism of St George Preca.

Intended Outcome:

- To develop and document our planned approach to professional learning.

Achievements

In 2024, our goal was to ensure that our school provided the best possible education to our students, and this required a strong focus on both leadership and management.

One key area where significant progress was made was in supporting our teachers in their understanding and teaching of content aligned with the Science of Learning. Our teachers are our most valuable asset, and hence we continued to make it a priority to provide them with the resources and support they needed to be successful.

To this end, we embedded a number of initiatives designed to help teachers plan more effectively. Teachers continued to be supported by the Learning and Teaching Team in their weekly planning sessions through both internal and external professional development, as well as during Staff Professional Learning Meetings (PLMs) and Professional Learning Team Meetings (PLTs). They were provided with further training and development in the areas of literacy, numeracy, religious education, and inquiry.

As a result of these efforts, we have seen an improvement in the quality of our lesson planning, and our teachers have reported feeling more supported in their work. We will continue to invest in these initiatives going forward, as we believe they are critical to the success of our school.

| Expenditure And Teacher Participation in Professional Learning |
|--|
| List Professional Learning undertaken in 2024 |
| <ul style="list-style-type: none"> • Religious Education Network • The Season of Lent • Reporting and Moderation in RE • Pedagogy of Encounter • The Season of Advent • Flourishing Learners - Science of Learning • Writing Moderation • EAL Moderation • Words Matter - Orchestrating Orthographic Learning in the Classroom • InitialLit Webinar • MacqLit • UFLI training • Maths Communities of Practice • Maths Moderation • Nationally Consistent Collection of Data (NCCD) Moderation • Zones of Regulation • Well-being Leader Network • LDL Network • Manual Handling • VIT Graduate Course • First Aid Compliance Training • Anaphylaxis • Mandatory Reporting |

| Expenditure And Teacher Participation in Professional Learning | |
|--|----------|
| <ul style="list-style-type: none"> • Positive Behaviour Management • Principal Network • Deputy Principal Network • Professional Supervision • Inquiry • SPA Data • ATSI • VCMEA agreement • VRQA | |
| Number of teachers who participated in PL in 2024 | 76 |
| Average expenditure per teacher for PL | \$750.00 |

Teacher Satisfaction

As a staff, strengths were seen within the school in the area of staff-leadership relationships, school climate (social and learning) and access to quality professional learning. This was evident through the teachers' perceptions of how well school leadership set the conditions for teams to collaborate effectively and the quality and coherence of professional learning opportunities. The strengths were additionally evident in how supportive staff perceive leadership to be when faced with challenges and making decisions in the best interest of the school.

As mentioned in the achievements, the focus on Learning & Teaching initiatives has supported staff to not only work effectively in teams but to know that as a school they have what it takes to improve instruction. This was also evident in staff responses to the quality and coherence of professional learning opportunities.

Catholic beliefs and practices are well understood by staff. Staff were provided with opportunities to deepen their understanding of Catholic beliefs and practices, and to integrate these into the curriculum and school community.

In summary:

- Staff felt positive about the relationship between staff and leadership

- Staff felt supported by school leadership to carry out their respective roles
- Catholic beliefs and practices are well understood by staff
- Staff felt they worked collaboratively and cohesively
- School Climate was positive

We are grateful for the dedication and hard work of our staff members and are committed to providing a supportive and empowering work environment.

| Teacher Qualifications | |
|--------------------------|----|
| Doctorate | 0 |
| Masters | 9 |
| Graduate | 4 |
| Graduate Certificate | 1 |
| Bachelor Degree | 32 |
| Advanced Diploma | 7 |
| No Qualifications Listed | 17 |

| Staff Composition | |
|---------------------------------------|------|
| Principal Class (Headcount) | 3 |
| Teaching Staff (Headcount) | 64 |
| Teaching Staff (FTE) | 55.6 |
| Non-Teaching Staff (Headcount) | 39 |
| Non-Teaching Staff (FTE) | 31.5 |
| Indigenous Teaching Staff (Headcount) | 0 |

Community Engagement

Goals & Intended Outcomes

Goal:

To develop a culture of welcome and hospitality where students, staff and families feel known and valued

Intended Outcomes:

- To continue formalised regular communication with parents
- To raise funds through the Parents & Friends activities to finance the landscaping projects and upgrade of the school facilities, in particular a covered outdoor learning area over our basketball courts.

Achievements

Throughout 2024, our dedication to nurturing strong partnerships with parents and the wider community continued, resulting in positive outcomes and reinforcing the vibrant spirit of collaboration at St. George Preca Primary School.

Effective communication channels, including our School Newsletter, Class Dojo and nForma, ensured that parents and the wider school community remained well-informed about school events, achievements, and important updates. Distributed fortnightly, the newsletter served as a valuable resource for providing valuable updates and information about what was taking place with regard to learning and other events at our school. The integration of the nForma Parent Portal continued to streamline communication with families, offering a convenient platform for the timely dissemination of crucial information.

Formal reports, including school and Personalised Learning Plans (PLPs), were sent home regularly to keep parents informed about their child's academic progress. Parent-teacher conferences were held twice during the year and allowed parents and carers to get to know their child's teacher and foster and develop a relationship with staff. As a result, parents were able to gain insightful updates on their child's academic journey, empowering them to actively engage in their child's learning.

Parent involvement flourished as volunteers contributed their time and support across various school initiatives, fostering a sense of belonging and community. The successful Grandparent's Day celebration, as well as the Mother's Day and Father's Day celebrations

further strengthened family bonds, offering students an opportunity to honor and share their school experiences with their parents and grandparents.

Parents were invited to attend Family Sacrament Faith Nights, which were facilitated by Father Richard where they had an opportunity to learn about and reconnect with the sacraments of Reconciliation, First Holy Communion, and Confirmation. The purpose of these was to allow parents the opportunity to participate and play a part in preparing their child to receive their sacraments. Additionally, invitations to school liturgies and assemblies enhanced the Catholic faith and values cherished by our community.

Termly Parent Curriculum Information and training sessions provided valuable insights for parents on supporting their child's learning journey at home, promoting collaborative learning partnerships. Furthermore, our commitment to supporting refugee families continued remained consistent, with ongoing partnerships forged with external organisations. Our scheduled twice-yearly Celebration of Learning showcased our students' achievements, inviting parents and the wider community to partake and celebrate in their successes.

Additionally, we finished the year with our second annual Christmas Carols celebration which has now become a favourite for all with nearly 3 000 in attendance.

In summary, the 2024 academic year at St. George Preca was marked by significant strides in community engagement. As we move forward, we remain dedicated to nurturing these partnerships and delivering excellence in education for our students, guided by the values of collaboration, inclusivity, and mutual support.

Parent Satisfaction

In 2024, 82 families completed the parent satisfaction survey which provides a better picture of families perception of the school. Throughout the year, families had several opportunities to provide feedback in other areas including Grandparents Day and topics for our Inquiry learning approach at SGP. Through this process, parents identified their appreciation for opportunities to provide feedback to the school which directly impacts their children's learning.

The families that provided feedback through the formal MACSSIS survey provided feedback on a range of topics, including the school's communication, teaching quality, and overall atmosphere. Parents stated that they felt that families are seen as partners with the school and that the school is in open communication.

Regular Program Support Group Meetings (PSGs) were conducted to inform families about their child's learning and ways that both the school and families could work in partnership with parents to support their child with their learning. Through these meetings, parents noted that they felt that their child was respected by staff and that they had a good understanding of the Catholic mission of our school.

In terms of communication, parents were satisfied with the level of communication they received from the school, including regular newsletters, the nForma portal, and formal reports on their child's progress. They also noted that they felt welcome to approach teachers and school administration with any concerns or questions.

We were particularly pleased to receive positive feedback from parents regarding our efforts to involve them in their child's education, with many noting that they felt welcomed and encouraged to participate in school events and activities. Our termly Parent Curriculum Information and training sessions were also well-received, with many parents noting that they found the sessions informative and helpful in supporting their child's learning at home.

Finally, parents noted that they felt the school was responsive to their concerns and feedback, and that they felt valued as partners in their child's education.

We are grateful for the continued support and partnership of our parent community and look forward to continuing to work together.

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.stgeorgepreca.catholic.edu.au