



Melbourne Archdiocese
Catholic Schools

2025

Annual Report to the School Community



St George Preca
Primary School

St George Preca School

22-48 Lancefield Drive, CAROLINE SPRINGS 3023

Principal: Michael Ozburn

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 2025 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 31 Mar 2026

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

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

“Learning through Faith”

At St George Precia School, within the parish of St Catherine of Siena, we seek to follow the example of our patron saint, St George Precia, 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 Precia 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 729 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 2025 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.

In 2025 we embedded our school routines into the structure of the day. The routines were researched and coconstructed with the entire staff. These routines are grounded in the Science of Learning, reduce cognitive load and support the overall functioning of our calm and safe school environment. Following these routines with fidelity supported the learning across the school.

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 supported us in creating a comprehensive data profile on every student at SGP. The curriculum leaders continued to guide 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 Year 1 Team attending professional learning on UFLI, a systematic synthetic phonics program, and commenced teaching of UFLI which was fully embedded in both Prep and Year 1 during the 2025 school year. In 2026 UFLI will be embedded in Year 2 learning spaces. We continued to implement quality instructional practices in line with the Science of Learning, focussing on explicit instruction.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal:

To develop a comprehensive faith formation plan that enhances theological understanding

Intended Outcomes:

A documented faith formation plan that strengthens staff theological understanding and supports consistent, confident integration of Catholic faith and mission across teaching and school life.

Achievements

Building on the foundations established in the previous year, Religious Education in 2025 continued to grow in depth and purpose across the school. The ongoing leadership of two Religious Education Leaders further strengthened forward planning, curriculum development, and the nurturing of our Catholic identity. Drawing on their classroom experience, they consolidated and refined approaches to Religious Education, implementing small yet meaningful changes that enhanced practice. The Liturgical Calendar continued to guide our shared spiritual journey, providing a clear and consistent framework for key liturgical events, sacraments, and school celebrations.

Prayer

At the beginning of the school year, established onsite prayer routines and rituals were sustained, setting a reflective and prayerful tone for each day. Regular opportunities were provided for staff to gather in prayer, reflection, and liturgy, strengthening spiritual growth and a sense of shared mission, with each year-level team leading staff prayer at least once per term. Whole-school weekly prayer services also continued, with every class supported to host one throughout the year. Parent engagement was enhanced through the advance scheduling of prayer services on the shared parent calendar, the inclusion of prayer in fortnightly newsletters for family use, and ongoing invitations to participate in parish events.

Parish

The partnership between parish and school continued to deepen throughout the year, supported by Father Richard's regular presence and engagement within the school community. Students were provided with meaningful opportunities to participate in whole-school Masses both at the parish church and onsite. The use of technology to livestream onsite Masses, when required, ensured continued participation and further supported students' faith formation and connection to the life of the Church. In addition, Father Richard offered parents meaningful opportunities for faith formation and enrichment through a Sacramental Program Afternoon Tea and parish-based Sacramental Parent Faith Nights for each sacrament.

Curriculum and Staff Formation/Professional Development

The careful planning and implementation of the Religious Education (RE) curriculum were evident through RE planners and curriculum resources that clearly reflected the comprehensive Scope and Sequence, ensuring all essential areas of Religious Education were effectively addressed. The RE leaders streamlined planning processes, encouraged rich professional dialogue in planning sessions, classrooms, and staff meetings, and provided regular professional learning opportunities during staff meetings to share insights from Religious Education Network days. In addition, MACS staff were invited to support the RE leaders across the year.

Building on initiatives from the previous year, scheduled forward planning times continued to support staff confidence and the delivery of R.E. teaching and learning. The Teacher Accreditation Platform (TAP), which tracks hours of professional development in R.E., was maintained, giving teachers the opportunity to review their professional learning requirements and ensure accurate recording of their hours.

Value Added

Liturgical Life & Student Engagement

- Conducted regular weekly whole-school Prayer Services and Masses, both onsite and livestreamed when needed
- Incorporated staff prayer and reflection before every staff meeting
- Installed Wall of Crosses outside the staffroom, with crosses donated by the community
- Developed a new school prayer
- RE Celebration of Learning held in Term 3

Parish & Community Engagement

- Held regular meetings between RELs and parish priests from local schools

- Strengthened parish-school partnerships through termly meetings with Father Richard and the REL from Christ the Priest
- Try Booking links established for parent interaction for sacrament days
- Confirmation was held at St Patrick's Cathedral to celebrate the Year of Jubilee

Curriculum and Planning

- Maintained and updated the 2023 Liturgical Calendar and RE Scope and Sequence, including key liturgical dates
- Kept RE planners and curriculum resources current and aligned with all learning and teaching areas
- Scheduled dedicated forward planning sessions for R.E.
- Implemented sequential learning of prayers and parts of the Mass for students, aligned with developmental stages

Professional Learning and Staff Formation

- Repurchased FRG/Icon Ministry professional development sessions for staff to complete in their own time, contributing to TAP hours
- RELs attended network meetings and engaged MACS staff to support professional learning
- Participated in professional development at local (PLT/PLM, planning days, closure days) and external levels (Catholic Theological College, MACS)
- Some staff completed further studies in Religious Education and progressed in their Accreditation in RE
- Father presented on Prayer at a PLT for staff
- Hosted guest speaker from MACS, Pauline Cicutto, during a school closure day for professional learning
- Jubilee Year Retreat Day for staff, visiting pilgrimage sites in Melbourne with a pilgrimage passport and prayer cross

Faith, Social Justice & Cultural Experiences

- Hosted Year 6 Social Justice incursion from Bahay Tuluyan
- Staff attended pilgrimages to Ireland and Europe
- Attended the Dawn Service with school Captains
- Raised money for Caritas Australia

Resources & Community Connections

- All staff received a book of St George Preca, provided by the Preca Brothers
- Developed a newsletter template
- Hosted a visit from the Superior General of the Society of Christian Doctrine

Learning and Teaching

Goals & Intended Outcomes

Goal:

To strengthen consistency in teaching and learning through a whole-school pedagogical approach.

Intended Outcomes:

- That staff implement high-quality Tier 1 instruction with fidelity, supported by explicit teaching practices, full participation strategies and consistent lesson structures
- That a structured, evidence-based approach to literacy is embedded across Prep to Year 2, supporting the explicit, sequential and cumulative development of foundational skills, and strengthening vocabulary, fluency and comprehension across the school
- That consistent curriculum documentation and planning processes support alignment in teaching and learning across all areas
- That staff use assessment and monitoring processes to track student progress and inform responsive teaching
- That staff build capability through ongoing professional learning focused on explicit teaching and the Science of Learning

Achievements

In 2025, the school continued to strengthen instructional practice through a focus on high-impact teaching, curriculum alignment and targeted support. The implementation of the Vision for Instruction underpinned work across English and Mathematics, with a continued emphasis on explicit teaching, guided practice and daily review routines. A continued focus on consistency across classrooms was supported through strengthened planning processes, data-informed instruction and refinement of whole-school curriculum programs.

Vision for Instruction

In alignment with the Vision for Instruction position statement (2024), the school moved from initial implementation to embedding consistent practices across classrooms. Daily reviews, explicit instruction and guided practice were implemented across year levels, supporting greater consistency in lesson structure and delivery.

School leaders continued their engagement in system professional learning through the Flourishing Learners program. Staff participated in ongoing professional learning focused on high-impact teaching practices, particularly in reading, writing and mathematics, supporting a shared understanding of effective instruction.

Planning

Facilitated planning with English and Mathematics leaders continued across all teaching levels, with Religious Education and Inquiry planning embedded twice per term.

Forward planning processes were further strengthened, supporting organised curriculum implementation, consistent lesson design and effective use of resources. This enabled teachers to plan with greater clarity and alignment across learning areas.

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

Literacy leaders attended the Teach Well Masterclass at MACS, strengthening their understanding of the science of learning and high-impact instructional practices. Modelling, observations and feedback were implemented to ensure consistency and confidence in delivering lessons. This professional learning supported a consistent, evidence-informed approach to teaching across the school.

Professional Development

Professional learning in 2025 strengthened teacher capability through a consistent, evidence-informed approach aligned to whole-school priorities.

Whole-School Instruction and Curriculum: Staff developed a shared understanding of high-quality teaching and curriculum implementation through

- developing a shared understanding of high-quality teaching practices and student engagement through the Vision for Instruction and Vision for Engagement, evaluating Ochre resources to ensure alignment with curriculum, student needs and effective classroom implementation
- participation in Flourishing Learner Days focused on student wellbeing, engagement and optimal conditions for learning
- accessing online professional learning modules to build knowledge in literacy, mathematics, assessment and curriculum implementation

Assessment - Staff strengthened assessment practices and data-informed instruction through;

- building staff capacity to accurately administer and interpret DIBELS assessments to monitor student progress and inform responsive teaching
- analysing student data through reading and writing moderation (DIBELS, PAT-R and PAT-M) to identify trends, track growth and inform targeted instructional planning
- strengthening consistency in teacher judgement through collaborative analysis of student writing samples aligned to curriculum expectations and progression of skills

Literacy - Staff built capability in literacy instruction through;

- deepening teacher knowledge of the PhOrMeS framework to strengthen explicit instruction in phonology, orthography, morphology, etymology and semantics within Tier 1 teaching
- strengthening teacher understanding of explicit literacy instruction aligned to the Science of Reading, supported through modelling, observation and feedback
- strengthening classroom implementation of structured literacy approaches, including phonics, vocabulary and reading instruction
- analysing student language data and setting targeted goals to support EAL learners
- strengthening teacher capability to support English as an Additional Language learners through evidence-based and inclusive practices

Mathematics: Staff strengthened Mathematics instruction and assessment through;

- developing teacher capability in the use of Essential Assessment to inform planning, differentiation and targeted instruction
- strengthening consistency in Mathematics through the moderation of student work and assessment tasks
- developing consistent approaches to building fluency, automaticity and number flexibility through structured practice

In addition to whole-school professional learning, structured coaching and mentoring were prioritised to support staff at all stages of their careers. Graduate teachers participated in regular, scheduled mentoring sessions designed to support them in their first year of teaching and build confidence in early career practice. These sessions provided targeted guidance, reflection opportunities and ongoing support aligned to classroom practice.

Time was also allocated to support Learning Leaders across Prep, Years 1–2, Years 3–4 and Years 5–6. This enabled ongoing coaching, collaboration and leadership development, strengthening consistency in practice and supporting effective implementation of whole-school priorities.

Literacy Achievements

In line with the Science of Reading, the Prep level embedded its practice using UFLI Foundations, while Year 1 introduced UFLI Foundations into Tier 1 instruction—an explicit and systematic program designed to teach foundational reading skills. UFLI Foundations follows a carefully sequenced scope and sequence, ensuring students systematically acquire and confidently apply each skill with increasing automaticity. The program was also implemented across the Prep–Year 3 intervention to provide targeted support for students requiring additional instruction.

At the Year 2 level, PhOrMeS (Phonology, Orthography, Morphology, Etymology, and Semantics) continued to be implemented as Tier 1 instruction. This comprehensive approach strengthens word reading, spelling and vocabulary through the systematic teaching of foundational literacy knowledge.

Decodable readers continued to support early reading development by reinforcing taught phonics skills. These texts emphasise letter–sound correspondences, enabling beginning readers to successfully decode words aligned to their current knowledge. Through structured and cumulative practice, decodable readers build reading accuracy, confidence and fluency.

Ochre Education resources continued to be implemented across Years 3–6 to improve student outcomes and reduce the disadvantage gap by supporting teachers to deliver a high-quality, knowledge-rich curriculum for all students. Enabling booklets were introduced for classroom use, with additional enabling resources developed for targeted small group instruction led by co-educators. In Term 3, Ochre resources were introduced across Prep–Year 2 as Tier 1 instruction to further strengthen curriculum coherence and access for all learners.

Student diaries were provided from Prep to Year 6 to support reading monitoring and home–school partnerships. Students were explicitly taught to use diaries to organise their learning and manage responsibilities at school and home. In the junior years, students consolidated phonics learning through UFLI Foundations home practice tasks.

Information and induction sessions were conducted for parents and carers to strengthen engagement with the school community, with a focus on supporting English and Mathematics learning at home.

Students in Years 5–6 engaged in Technology-Assisted Learning Strategies (TALS), using digital tools and platforms to support differentiated instruction and enhance access to learning.

The Online Scholastic Book Club continued to provide families with an affordable and convenient way to access quality children’s literature. The annual Scholastic Book Fair further promoted reading engagement, allowing students to explore a wide range of texts, build home libraries and foster a love of reading.

Book Week celebrations were a highlight of 2025, with students engaging in rich literary experiences, including a book parade and classroom-based activities that deepened their appreciation of texts and authors.

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

In 2025, an EAL and New Arrivals teacher provided targeted support to create optimal conditions for English language development. This included small group instruction focused on building oral language, vocabulary and supporting students' integration into classroom learning.

Mathematics Achievements

In 2025, the school continued to strengthen Mathematics instruction through a focus on explicit teaching, fluency and problem solving.

In line with the Vision for Instruction and the Science of Learning, explicit teaching practices were embedded across Prep to Year 6. This included the use of daily review, worked examples and guided practice to support structured and consistent lesson delivery. These approaches strengthened consistency in lesson structure and instructional delivery across the school.

Across Prep to Year 6, a comprehensive and engaging Mathematics program was implemented, incorporating explicit instruction, hands-on learning experiences and rich, challenging tasks. Daily review routines were used to replace traditional warm-ups, following a staged implementation across the school, and supported the consolidation of prior learning and the development of fluency.

Pre-assessment through Essential Assessment was used consistently to inform planning, enabling teachers to identify student readiness, learning needs and misconceptions prior to teaching. This supported targeted instruction and differentiation within Tier 1 teaching.

A continued focus on fluency supported the development of automaticity and number flexibility, with students engaging in regular practice to strengthen recall and efficiency. Opportunities for reasoning and problem solving were embedded within lessons, with an increased emphasis on multi-step tasks and the application of knowledge in meaningful contexts. Teachers were supported to identify and respond to misconceptions through questioning and guided practice. While these approaches strengthened consistency in instruction, ongoing focus is required to improve student outcomes in reasoning, problem solving and application of knowledge.

Ochre Education resources continued to be implemented to support the delivery of a consistent, knowledge-rich curriculum. These resources provided structured lesson

sequences and supported teachers to embed explicit instruction, checks for understanding and full participation strategies within Mathematics lessons.

Targeted intervention was provided for students identified as at risk, supporting the development of foundational skills and confidence. In Years 5 and 6, Scaffolding Numeracy in the Middle Years (SNMY) was used to support students' development of multiplicative thinking.

Extension opportunities were provided for high-achieving students through targeted groups facilitated by the Mathematics Leader and Learning and Teaching Leader. Students also participated in enrichment opportunities such as the Australian Mathematics Competition, enabling them to further develop and demonstrate their problem-solving skills.

Mathematics leaders and staff engaged in ongoing professional learning, including lesson observations, feedback and reflection, supporting teachers to strengthen their use of explicit teaching practices and checks for understanding. These approaches supported a consistent and evidence-informed approach to Mathematics instruction across the school.

Inquiry Achievements

In 2025, the school continued to refine the Inquiry program, building on the whole-school framework developed in 2024 and informed by teacher and student feedback.

Inquiry units were structured around clearly defined Key Learning Areas, including Science, History, Geography, Civics & Citizenship, Economics and Design & Technologies, ensuring strong curriculum alignment and coverage across Foundation to Year 6. Units were designed with one or two lead learning areas, supporting greater depth of learning, stronger conceptual understanding and clearer assessment practices.

Planning processes were strengthened through a consistent whole-school approach, improving clarity and alignment across year levels. There was an increased focus on knowledge-rich learning, with content carefully sequenced to build understanding over time. Improvements included stronger alignment across year levels, particularly in Science and Economics, and clearer progression of key concepts such as sustainability, cultural identity and forces.

The program continued to integrate the whole-school themes of sustainability, multiculturalism and Indigenous perspectives, supporting students to build increasingly complex and meaningful understanding across year levels.

Students engaged in hands-on and real-world learning experiences, including experiments, design challenges, excursions, incursions and camps, which were used to introduce, deepen and apply learning in authentic contexts. These experiences were closely aligned to Inquiry units and supported key learning areas such as Science, History and Geography, while also enabling students to apply English and Mathematics skills through research, data analysis

and problem solving. Student voice informed the ongoing refinement of units and learning experiences.

In Years 4–6, camps provided extended learning opportunities, including the Year 4 Camp Jungai experience with a focus on Indigenous perspectives, the Year 5 Sovereign Hill historical immersion and the Year 6 Phillip Island Adventure Resort camp. These experiences enabled students to engage in rich learning linked to history, environmental studies and cultural understanding, while also supporting personal development and independence. In the junior years, students participated in developmentally appropriate experiences that supported early inquiry learning.

Excursions and incursions further supported learning through access to expert knowledge and interactive experiences. Excursions included visits to the zoo, Scienceworks and Werribee Mansion, supporting learning in science, history and environmental contexts. Incursions such as science workshops, cultural performances and history-based presentations enabled students to deepen understanding through direct engagement with experts.

These refinements supported a more structured and coherent Inquiry program, with improved alignment to curriculum expectations and whole-school instructional practices. Assessment practices were strengthened to support clearer evidence of student understanding and more consistent teacher judgement. Students demonstrated deeper understanding, with increased ability to make connections, explain ideas and apply their learning in new contexts.

Student Learning Outcomes

Data and Assessment

At St George Precast, student support continued to be 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 reviewed 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 were grouped according to the level and nature of their need, including those significantly below expected standards, those requiring foundational skill development, and those needing specific language or numeracy support. These students were prioritised for targeted intervention, delivered through differentiated classroom strategies, small group programs and specialist-led sessions.

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

The Assessment Schedule, developed by the Learning and Teaching team, continued to support a structured approach to assessment across English and Mathematics. 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 continued to be used 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 students. DIBELS assessments were implemented school-wide in Terms 2 and 4 to monitor the development of foundational reading skills.

In Mathematics, Essential Assessment continued to be used from Years 3 to 6 to pre-test concepts and identify gaps. Rich assessment tasks across all year levels provided insight into students' thinking and misconceptions, while mental computation assessments informed fluency-based instruction across 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 targeted teaching, including focused small group instruction and multi-zone tasks aimed at deepening students' conceptual understanding.

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

NAPLAN Data

In 2025, Year 3 results continued to demonstrate strong performance across all literacy domains, with student achievement exceeding both state and national averages. Students achieved mean scale scores of 435 in Reading, 451 in Writing, 439 in Spelling, and 445 in Grammar and Punctuation. These results reflect continued improvement across literacy, particularly in Reading and Grammar and Punctuation.

In Numeracy, Year 3 students achieved a mean scale score of 411, which is above the national average but below the Victorian mean. While students demonstrated strength in number and operations, Numeracy remains an area for continued development. A wider spread of results was evident, with more students requiring support in problem solving and application tasks

For Year 5, results continued to demonstrate strong performance in literacy, with mean scale scores of 503 in Reading, 504 in Writing, 500 in Spelling, and 525 in Grammar and Punctuation, exceeding both state and national averages. These results reflect continued growth from previous years, with particularly strong improvement in Grammar and Punctuation and Writing.

In Numeracy, Year 5 students achieved a mean scale score of 495, which is above the national average but below the Victorian mean. While students performed well in number-based tasks, growth in Numeracy has been more limited compared to literacy. A wider distribution of results was evident, with ongoing focus required on multi-step problem solving and reasoning.

Growth from Year 3 to Year 5 exceeded state averages across all literacy domains, particularly in Grammar and Punctuation. Reading, Writing and Spelling also showed stronger gains than the state. Numeracy growth remained consistent with state patterns.

Across both year levels, students performed strongly in tasks involving recall and familiar formats. More complex tasks requiring reasoning and application of knowledge were more challenging, particularly in Reading and Numeracy. These results have informed ongoing priorities, including strengthening problem solving in Mathematics and continuing to develop vocabulary, fluency and comprehension in English.

Overall, the 2025 results demonstrate strong achievement and continued improvement in literacy, with Numeracy identified as an area for ongoing development.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	445	70%	438	68%
	Year 5	525	78%	519	77%
Numeracy	Year 3	411	75%	414	73%
	Year 5	494	72%	493	72%
Reading	Year 3	435	82%	433	78%
	Year 5	503	82%	496	81%
Spelling	Year 3	439	86%	430	79%
	Year 5	500	75%	498	77%
Writing	Year 3	450	95%	448	95%
	Year 5	504	83%	504	84%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

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

- To embed a framework for a whole school approach to wellbeing
- To provide students with the explicit teaching of social and emotional learning through the PEEC Resource in dedicated time
- To enable teachers to apply learning from the PERMAH Framework into their day to day practice to increase wellbeing outcomes for students
- To implement a Behaviour Matrix that provides clear expectations for students to provide the best scaffold for an environment that is conducive to learning

Achievements

A focus for 2025 was the continued embedding of the Positive Education approach across the school, with particular emphasis on the implementation of the Positive Education Enhanced Curriculum (PEEC). Staff built confidence and consistency in delivering PEEC lessons, ensuring a shared language of wellbeing aligned with the PERMAH framework and embedded within classroom practice.

A key development in 2025 was the creation and implementation of the St George Precast Way Behaviour Matrix. This matrix clearly articulated expected behaviours across all settings and provided a consistent, strengths-based approach to supporting students. It strengthened

shared understanding among staff and students and reinforced positive behaviour as a foundation for learning and wellbeing.

Morning Meetings remained a central daily practice in classrooms, supporting connection, belonging and emotional regulation. These sessions continued to build strong classroom communities and promote student voice.

The Learning Diversity Team which includes our Learning Diversity leader, allied health professionals and the Wellbeing leader, worked collaboratively to provide targeted and proactive support for students. Ongoing consultation and data-informed adjustments ensured that students were supported holistically, with a focus on improving both learning and wellbeing outcomes across the school.

Value Added

In 2025, the school strengthened its whole-school wellbeing approach by moving from introduction to consistent implementation. The embedding of the PEEC resources ensured a shared language of wellbeing across all year levels, increasing staff confidence and consistency in explicit wellbeing instruction. Students demonstrated greater understanding of emotional literacy, positive relationships and self-regulation strategies. The introduction of the SGP Way Behaviour Matrix provided clarity and consistency in behavioural expectations across all settings. This reduced ambiguity for students and staff, supported restorative conversations and strengthened a positive, proactive approach to behaviour support. The continued implementation of Morning Meetings further enhanced classroom connection and belonging, contributing to improved student engagement and smoother transitions throughout the day. Collaboration within the Learning Diversity Team, alongside Allied Health professionals, strengthened early identification and targeted support processes. This resulted in more timely adjustments and improved wellbeing and learning outcomes for identified students.

Student Satisfaction

In the 2025 Melbourne Archdiocese Catholic Schools Improvement Survey (MACSSIS), students continued to report strong perceptions of teacher expectations and learning culture. Results in the Rigorous Expectations Domain indicate that 78% of students believe their teachers have high expectations of them, and 84% feel encouraged to do their best. Students also reported positive learning dispositions, with 87% indicating they try hard at school and 78% reporting that they try again when they do not succeed, reflecting resilience and persistence. In the Catholic Identity Domain, students expressed strong affirmation of the school's faith life, with 97% indicating that their class prays together regularly and 83% acknowledging that celebrations and traditions are an important part of school life. Overall,

the data reflects continued strength in high expectations, positive learner mindset and a strong sense of Catholic identity across the school.

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 - 89.9%

Non Indigenous Yr 1 - 89.3%

Non Indigenous Yr 2 - 90.3%

Non Indigenous Yr 3 - 92.3%

Non Indigenous Yr 4 - 91.6%

Non Indigenous Yr 5 - 91.2%

Indigenous Yr 5 - 76.6%

Non Indigenous Yr 6 - 90.6%

Overall average attendance was 90.6%

Average Student Attendance Rate by Year Level	
Y01	87.04
Y02	92.84
Y03	91.37
Y04	92.2
Y05	88.18
Y06	90.55
Overall average attendance	90.36

Leadership

Goals & Intended Outcomes

Goal

To implement a unified leadership approach that aligns curriculum planning, instructional coaching, and documentation processes.

Intended Outcome:

If we align leadership practices across all levels, then curriculum, coaching and documentation will be coherent and sustainable.

Achievements

In 2025, our goal was to ensure that our school leadership team provided a consistent approach across all areas of leadership.

The Leadership Team participated in professional development sessions with Katrina Bourke. The focus of this was to develop alignment amongst the Leadership Team by looking at the values that will assist in achieving it.

A key initiative in 2025 was the introduction of Learning Leaders across Prep, Years 1–2, Years 3–4 and Years 5–6. Time was deliberately allocated to support these leaders through regular coaching, collaboration and professional dialogue. This structure strengthened leadership capacity across the school and ensured a more consistent approach to curriculum planning, instructional coaching and documentation processes. As a result, leadership practices became more cohesive and supported the sustainable implementation of whole-school priorities.

To support teaching staff with the implementation of the school-wide routines, Leadership were timetabled to conduct regular coaching and feedback sessions. Leaders provided prescriptive feedback during these sessions, first with a focus decided by leadership, then with a focus chosen by teaching staff. These coaching sessions supported the school in implementing the routines in a consistent manner.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2025
Expenditure and Teacher Participation in Professional Learning List: Professional Learning undertaken in 2025 • 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

Expenditure And Teacher Participation in Professional Learning	
• Anaphylaxis • Mandatory Reporting • 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 2025	82
Average expenditure per teacher for PL	\$615.00

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 also 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.

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Teacher Qualifications	
Doctorate	0
Masters	7
Graduate	4
Graduate Certificate	1
Bachelor Degree	24
Advanced Diploma	5
No Qualifications Listed	24

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	63
Teaching Staff (FTE)	52.7
Non-Teaching Staff (Headcount)	37
Non-Teaching Staff (FTE)	31.16
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal:

To foster a welcoming and inclusive community where students, staff and families feel known, respected 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 2025, 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, Termly and Fortnightly updates from teachers, 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 updates and information about 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 continued to flourish, with volunteers generously contributing their time and support across a range of school initiatives, strengthening our strong sense of community and belonging. This was evident in the success of key events such as Grandparents' Day, Mother's Day and Father's Day celebrations, the Pre-Prep Program, and the School Disco. Parents were also invited to participate in whole-school events, including Cross Country and Athletics Day, further enriching our vibrant school community. This further strengthened family bonds, offering students an opportunity to honour 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. An Inform and Empower Information session was held for parents at school and online, in Term 2. Furthermore, our commitment to supporting refugee families 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 join in celebrating their successes. Prep parents were invited to mornings and afternoons in their child's learning space in Term 1, as a way to engage and support parents in their children's learning at school.

Through fundraising efforts, we were able to commence landscaping projects and moved closer to constructing a Covered Outdoor Learning Area (COLA).

Additionally, we finished the year with our third annual Christmas Carols celebration, which has now become a favourite for all, with nearly 3000 in attendance. In summary, the 2025 academic year at St. George Precia 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 2025, 53 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, including input on fortnightly updates and the Pre-prep Program. The School Advisory Council was asked to gather parent opinions regarding a variety of school processes. 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. Parent satisfaction showed an increase in the school's timeliness, frequency, and quality of communication. It was also evident that the barriers that prevent parent engagement had decreased.

Program Support Group Meetings (PSGs) were conducted to inform families about their child's learning goals on a termly basis. Along with the goals, the adjustments to achieve these goals were also communicated. Feedback from parents through these meetings identified that parents felt the goals were appropriate to their child and that they felt their child was being adequately supported.

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 felt that they had a better understanding of the school's goals and also the school's processes and procedures.

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. We received feedback on our termly and fortnightly overviews from 90 parents. The responses showed that 98.9% of the families accessed termly overviews and 93.3% accessed the fortnightly updates.

Finally, it was noted through parent feedback that they felt the approachability of staff had improved.

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