



Melbourne Archdiocese
Catholic Schools

2025

Annual Report to the School Community



St Andrew's School

110 Greaves Street North, WERRIBEE 3030

Principal: Melissa Evgeniadis

Web: www.sawerribee.catholic.edu.au

Registration: 338, E Number: E1035

Principal's Attestation

I, Melissa Evgeniadis, attest that St Andrew's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 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 14 May 2026

About this report

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

Governing Authority Report

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

At St. Andrew's School, we believe that we are a community centred in Christ, working in partnership in the education of each child.

- The school strives to develop within the child the fundamental beliefs and values of the Catholic Church in a Gospel based environment
- St. Andrew's is a school of rich history immersed in the culture of the school, parish and wider community. The school endeavours to provide opportunities for the children to be part of this tradition, so they embrace it as part of their heritage.
- We believe that the years in primary school should be happy, allowing each child to feel successful and develop skills and talents supported by the pastoral care of the staff and parish community.
- We believe that primary school education helps prepare the child for challenges in life. This preparation will enrich the spiritual, intellectual, physical and emotional growth of each individual.

School Overview

St Andrew's Primary School is a Catholic primary school located in Werribee. The school serves students from Foundation to Year 6 and is committed to providing a quality education that fosters academic achievement, spiritual growth, and the development of each student's full potential.

Key facts and statistics about the school include a current enrolment of approximately 296 students, a staff of 35 teachers and support staff, and a diverse student population that reflects the local community. The school has a strong focus on student wellbeing and offers a range of co-curricular activities, including music, sport, and leadership programs.

The School Improvement Plan and Annual Action Plan outline the school's key priorities and strategies for achieving its goals. The school's vision is to provide a learning environment that promotes academic excellence, spiritual growth, and social responsibility. To achieve this, the school is focused on improving student outcomes in literacy, numeracy, and student wellbeing, as well as enhancing the use of digital technologies in the classroom.

The school also aims to strengthen partnerships with parents and the wider community, provide targeted support for students with diverse learning needs, and develop a culture of continuous improvement that fosters innovation and collaboration among staff and students. Through these efforts, St Andrew's Primary School aims to prepare its students for success in a rapidly changing world and to equip them with the knowledge, skills, and values they need to make a positive contribution to society.

Principal's Report

The 2025 school year at St. Andrew's Primary School was another year of significant change and achievement. Our commitment to improving student learning outcomes was demonstrated through a solid focus on evidence-based teaching practices. In 2025, we strengthened key elements of the Science of Learning across the school, supporting more effective, research-informed classroom instruction through participation in the MACS regional program, Flourishing Learners West facilitated by The Knowledge Society. At the same time, we deepened our whole-school approach to the teaching of English and Mathematics, ensuring consistency in how foundational skills are taught and supported. These shifts represent significant progress in aligning our teaching with what we know works best for student learning.

Throughout the year, we celebrated numerous milestones and events that brought our community together. From the Beginning of the Year Welcome Picnic to the thrilling Footy Day, each occasion fostered a sense of unity and camaraderie. Embracing diversity, our inclusive Harmony Day parade showcased the richness of our community's cultural tapestry, while our Graduation awards ceremony honored the remarkable achievements of our students.

As we reflect on the successes of 2025, we look forward to building upon our achievements and embracing new opportunities for growth and learning in the year ahead. Together, let us continue to inspire excellence, nurture resilience, and create a brighter future for all.

Catholic Identity and Mission

Goals & Intended Outcomes

School Improvement Goal

To further develop and promote the Catholic identity of our school by actively involving teachers, students and families in their faith formation.

Intended Outcomes

- Teachers are encouraged to develop their knowledge and exploration of spiritual and religious formation. They are supported to access further study as part of ongoing formation.
- Teachers create time and space in the classroom environment for conversation and dialogue, encouraging diverse views to be explored in relation to the Catholic tradition (recontextualisation).

Achievements

Religious Leadership

St Andrew's School has an appointed Catholic Identity Leader (CIL) who is also Deputy Principal and a member of the Core Leadership Team. Together with the principal, the CIL provided and nurtured professional development in personal faith formation, prayer, teaching and learning. Teachers were provided opportunities throughout the year to maintain accreditation in Religious Education.

The CIL also participated in the four days RE Leaders Western Region Network.

Praying and Celebrating

Partnership with St Andrew's Parish, other parish primary schools, particularly St Joseph's, and with our families continued. The sacramental partnership focused on preparing students from both primary schools to receive the Sacrament of Confirmation, through sacrament-specific activity days and CIL facilitated family formation sessions. During the year, students in Year 6 were confirmed by Bishop Martin Ashe in the Sacrament of Confirmation; students in Year 4 received the body and blood of Christ in the Sacrament of Eucharist and students in Year 3 received reconciliation in the Sacrament of Penance. The CIL also supported families

whose school-aged children received the Sacrament of Baptism, by providing a home-based program.

Prayer to begin each school day, school gatherings and staff meetings was a consistent practice. Feast days, school and class masses, and school-led Community Masses were celebrated with the parish. The introduction of regular Buddy-masses, supported students of all ages to participate reverently in the mass. School-based prayer services to mark key liturgical and national events, e.g. Ash Wednesday, Holy Week, Remembrance Day, were opportunities for both personal and communal prayer and worship.

Professional development and personal faith formation of staff

The School provided strategic and structured opportunities for adult faith formation for all staff. In 2025 our conceptual theme was Missionary Discipleship, in alignment with the MACS Fanning the Flame framework. Throughout the year, the CIL facilitated three Professional Learning Team sessions and engaged Eamonn Pollard, from the Sisters of St Joseph's Spirituality Centre, to facilitate our Term 4 session. The CIL partnered with Eamonn to collaboratively plan and facilitate adult faith formation sessions.

Witness for Mission

Catholic Social Teaching is the foundation and purpose of the student-led Mini-Vinnies team. The Mini-Vinnies team, supported by a teacher, met regularly to plan awareness of upholding the dignity of every human person and the common good by organising fundraising and donations to support the local St Vincent de Paul Society and Jesuit Mission globally. Social justice actions were shared with the school community at assemblies. The Mini-Vinnies team is an example of Student-Voice in school decision making. Mini-Vinnies represented our School at events, including Catholic Education Week mass and participated in the Caritas student conference.

Vinnies was supported through regular donated offerings at masses; the Winter and the Christmas Appeal. Our Christmas Appeal donations were acknowledged on the St Vincent de Paul Facebook page. The student initiative of Family Bingo as a fundraiser for Catholic Care raised \$200 and saw a high participation of parents and grandparents.

Learning

A key improvement strategy was to continue to build the capacity of teachers in knowing what content and skills to teach, and understanding how to teach it through the Pedagogy of Encounter. The implementation of Learning Maps, as a strategy to organise and sequence RE concepts, knowledge and skills was through regular facilitated and collaborative planning. The Vision of Instruction and Science of Learning was gradually incorporated in RE through explicit instruction, retrieval practices and participation tactics, to engage students at their level.

Value Added

Data from the 2025 MACS-School Improvement Surveys

- High (94% positive) Student response to 10.5 praying together, which is an indication of successful introduction of Buddy Masses
- Increase by >10% in Non-Teaching staff response to 14.10 respect for religious belief
- Increase by >5% in Non-Teaching staff response to 14.6 encourage participation in faith and religious formation, due to providing faith formation opportunities for all staff

Catholic Accreditation:

- In 2024, 1 teacher completed study to be Accredited to teach or lead Religious Education (Level 2)
- 17 teaching staff have Level 2 Accreditation
- 2 teaching staff are gaining Level 2 Accreditation
- 2 teaching staff have Level 1 Accreditation
- 2 teaching staff are gaining Level 1 Accreditation

Learning and Teaching

Goals & Intended Outcomes

School Improvement Goal

To improve student achievement in mathematics, particularly in place value in F-2

Intended Outcome

By the end of 2025, 80% of F-2 students will reach the 'on the way growth point' for their relevant year level as assessed by the MOI.

School Improvement Goal

To improve student achievement in writing, particularly in sentence structure (simple, compound, complex), by the end of Year 6

Intended Outcome

By the end of 2025, 80% of Year 6 students will achieve the Victorian Curriculum 2.0 Writing Level 6 indicator "understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas" (VC2E6LA05) as assessed through moderation of writing samples.

School Improvement Goal

To improve student achievement in reading, particularly in phonics, by the end of year 4

Intended Outcome

By the end of 2025, 80% of students in years 3 and 4 will achieve a DIBELS composite score of at least 442.

Achievements

The following Curriculum Leaders were in place for 2025:

Beth Du Plooy: Learning & Teaching - Literacy

Brittany Holland: Learning & Teaching - Numeracy

Carolyn Martin: Learning & Teaching - Inquiry Learning & Italian Language

Laura Chamberlain: Digital Pedagogies Leader

As of the end of 2025, all Foundation - Year 4 classroom teachers trained in Sounds-Write which enables a consistent approach across the school in Phonics. Teachers are now equipped with the knowledge and training to support all learners, with a dedicated time allocated daily. Foundation to year 4 were given coaching cycles to support the implementation and consistency of Sounds-Write.

All subject areas are allocated set times which creates consistency and predictability.

A whole school termly writing assessment was implemented and set PLTs devoted to analyzing writing assessments.

Mathematics is implemented school wide processes to develop teacher content knowledge. Focus has been on daily review. A strength was the growth of our 2024 Foundation students reaching 92.3% benchmark by the beginning of year 1. This is due to the consistent practice of implementing explicit instruction and daily reviews.

Student Learning Outcomes

Generally, the Year 3 & Year 5 NAPLAN results were relatively stable compared to the previous year. Some particularly pleasing outcomes were;

- Year 3 - students meeting 75th%ile and above in: Grammar and Punctuation (41.5%), Numeracy (53.7%), Reading (41.4%), Spelling (48.8%), Writing (51.2%)
- Year 5 - students meeting 75th%ile and above in: Grammar and Punctuation (55.6%), Numeracy (57.8%), Reading (62.3%), Spelling (66.7%), Writing (71.1%)
- Punctuation remains our greatest challenge but this is not to be unexpected with a cohort that is 54% EAL background.

The school continued to provide robust Intervention programs throughout the year for students at risk of not meeting standards for both Literacy and Numeracy. This is based on our DIBELS data. Targeting juniors and middle school.

- Year 3- End of 2024 57.8% of students reach an equivalent benchmark, in 2025 44% of students made a composite score of 442 and higher.
- Year 4- End of 2024 34.9% of students reach an equivalent benchmark, in 2025 43% of students made a composite score of 442 and higher.

Foundation-2 students that sat MOI at the beginning of 2025

- 35% of F-2 students reached on the way growth points at the beginning of 2025

The school continued to provide robust Intervention programs throughout the year for students at risk of not meeting standards for both Literacy and Numeracy.

| 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 | 354 | 41% | 341 | 41% |
| | Year 5 | 474 | 56% | 474 | 52% |
| Numeracy | Year 3 | 390 | 54% | 384 | 52% |
| | Year 5 | 477 | 58% | 470 | 55% |
| Reading | Year 3 | 366 | 41% | 366 | 49% |
| | Year 5 | 478 | 62% | 479 | 69% |
| Spelling | Year 3 | 375 | 49% | 370 | 52% |
| | Year 5 | 470 | 67% | 470 | 66% |
| Writing | Year 3 | 377 | 51% | 380 | 57% |
| | Year 5 | 466 | 71% | 479 | 75% |

*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

School Improvement Goal

To increase engagement in learning through student voice, agency, and empowerment.

Intended Outcome

Students are valued and active decision-makers and innovators in their school community on matters of student learning, wellbeing, safety and responsibility.

Achievements

Throughout 2025, St Andrew's Catholic Primary School remained dedicated to the development of the "whole child" within our Christ-centered community. A core focus was the further development of Social Emotional Learning (SEL) lessons, purposefully designed to align with the Victorian Curriculum 2.0, Positive Behaviour for Learning and Berry Street Education Model. By moving toward the Science of Learning, we began to ensure that wellbeing strategies are explicitly taught using evidence-based instructional practices that support cognitive and emotional growth.

To foster student agency, we strengthened our leadership structures, empowering School Captains and Class Captains to take active roles in the Student Representative Council (SRC). This initiative ensures that student voices are heard and acted upon, reinforcing their roles as innovators within the school. Connection and belonging were further promoted through our long-standing Buddy System, where Foundation students paired with Year 5 buddies to ensure a safe and supportive transition to school life.

A significant achievement this year is the continuation of a strategic partnership with the ISN Clinic. (Institute for Social Neuroscience) Through this collaboration, we provided two onsite provisional psychologists who offered targeted, one-on-one appointments for students in need of additional mental health and wellbeing support. This initiative formed a critical part of our tiered wellbeing approach, ensuring that students requiring specialised care could access it within the safety and familiarity of the school environment.

Our commitment to a safe learning environment was upheld through the Positive Behaviour for Learning (PBL) framework and the Berry Street Education Model. The St Andrew's Behaviour Matrix was utilised across all classrooms to explicitly teach pro-social behaviours and emotional regulation. Additionally, we maintained 100% compliance with Ministerial Order 1359 through a continued application of Child Safety Standards in staff meetings and newsletter as well as all staff adherence to PROTECT. Inclusion remains a priority, with

continued implementation of Classroom Mastery and explicitly teaching strategies through MACS Flourishing Learner's Network.

Value Added

St Andrew's provided a rich array of curricular and co-curricular activities in 2025 to enhance school life:

- Health and Fitness: Participation in the intensive Swimming and Water Safety Program (Years 1–5), District Cross Country, Athletics Carnival, and Hoop Time.
- Camps and Excursions: Outdoor education experiences including the Year 4 Year 5 and Year 6 camps, focusing on teamwork, resilience, and independence. Year 3's participated in a long day "camp experience, Year 1-2 participated in a Tabloid sport's evening experience and our Foundations in a Pajama Breakfast morning.
- ICT and Online Safety: Successful implementation of the Linewize Online Safety Hub, providing families with expert resources to manage digital safety.
- The Arts and Wellbeing: A whole-school performance by Brainstorm Production on "Being Brave," focusing on social-emotional strength, as well as Lego and Chess Club and lunchtimes (twice a week)
- Mental Health: Daily checkins for students from our school's Mental Health and Wellbeing in School's Leader, Sally Taylor
- Community Engagement: Hosting the Parish Fair, Mother's and Father's Day Stalls, and the Mother's and Father's Day Breakfasts to foster connection between home and the wider Werribee community.
- Student Leadership: School Captains and Class Captains to have regular meeting to promote student voice as well as running the Friendly meeting Place activity centre during lunchtimes.

Student Satisfaction

Results from the 2025 MACSSIS survey reflect a strong positive culture at St Andrew's. Students reported high levels of endorsement for "Teacher-Student Relationships" and "School Belonging." Feedback specifically highlighted an improvement in Bullying Management, which is attributed to our proactive PBL strategies and clear reporting lines. The school continues to utilise this data to refine our pastoral care programs, ensuring every child feels safe and empowered.

Student Attendance

Results from the 2025 MACSSIS survey reflect a strong positive culture at St Andrew's. Students reported high levels of endorsement for "Teacher-Student Relationships" and "School Belonging." Feedback specifically highlighted an improvement in Bullying Management, which is attributed to our proactive PBL strategies and clear reporting lines.

The school continues to utilize this data to refine our pastoral care programs, ensuring every child feels safe and empowered.

2025 Attendance Data: Our average attendance rate for the year was 88.53%.

Attendance Rate (%)

- Foundation: 87.49
- Year 1: 88.65
- Year 2: 89.21
- Year 3: 90.31
- Year 4: 87.35
- Year 5: 88.18
- Year 6: 88.53

| Average Student Attendance Rate by Year Level | |
|--|-------|
| Y01 | 89.27 |
| Y02 | 91.4 |
| Y03 | 87.81 |
| Y04 | 90.62 |
| Y05 | 88.3 |
| Y06 | 89.33 |
| Overall average attendance | 89.46 |

Leadership

Goals & Intended Outcomes

School Improvement Goal

To develop leadership practices that enhance the performance and development culture for the professional growth of all staff.

Intended Outcomes

That students experience a more engaging and supportive learning environment enhanced by digital technologies.

As a staff, identify agreed expectations for managing professional learning

- Prepare for instructional coaching in term 2
- Document a role description for coaches, accessible to all
- Document processes to support the sharing of best practice through an updated playbook

Achievements

In 2025, St Andrew's Primary School made meaningful progress toward our leadership goal of developing a supportive professional learning culture focused on engaging all learners and improving outcomes.

A key focus this year was our continued involvement in Flourish Learners: Classroom Mastery. This evidence-based program, developed by Knowledge Society, helps create safe, calm, and productive learning environments through universal classroom routines. With support from Knowledge Society, our entire teaching staff participated in professional learning to align our expectations across the school. Our school coaches also worked closely with Trish Gooch to observe and provide feedback to teachers, ensuring these whole-school routines were established effectively.

In addition to behavior management, our Year 3 and 4 teachers continued to develop their digital pedagogy. Through specific coaching from Phil Cristofaro, staff worked on maximizing learning outcomes by integrating iPads and apps more effectively into their daily teaching.

Our leadership team stayed closely connected to broader system priorities by attending regular Network meetings and some who were on the executives, which offered valuable time for collaboration and professional reflection with our peers. At the local level, the School Advisory Committee and Parent Association remained vital partners, ensuring that our families continue to have a direct voice in the school's strategic direction. Ultimately, these

efforts highlight our dedication to high-quality instructional leadership and our ongoing work to strengthen the skills of our staff so they can best support the unique needs of every child at St Andrew's so that all may flourish.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2025

- Australian Catholic Education Conference: Hope anchored in Faith
- Australian Council for Youth Festival 2025 PD
- Berry St Education Model training
- Child Link - an introduction
- CON-eSIS-EOY - Updating the status of a future and current student
- Conducting the MOI (Counting & Place Value)
- Edutech Conference
- Emina McLean Literacy Professional Development
- Flourishing Learners School Improvement Network with Dr Simon Breakspear
- Flourishing Learners West Classroom Mastery
- Flourishing Learners West: High Impact Reading Instruction
- Graduate to Proficient Program
- Instructional Coaching with Trish Gooch
- Know Your Agreement for School Admin
- Leading Wellbeing
- MACS eSafety Summit 2025
- MACS NCCD Moderation and Quality Assurance
- MACS Primary Literacy Leader Network 2025
- MACS Western Region Mathematics Network
- Mandatory Reporting Training
- Mental Health First Aid
- New Arrival Teacher Network
- Phil Cristafo- Digital Pedagogy Apple Education
- Positive Behavior For Learning
- SoundWrite training
- Student Wellbeing Leaders Conference 2025
- Support for MACS Attendance Policy and Procedures
- Teachers as Co Learners MACS
- Teachwell Masterclass
- Westech Leaders Network
- Western Region 2026 Annual Action Plan (AAP) Planning Day
- Western Region Office Student Engagement
- Western Region Primary Learning Diversity Leader Network
- Western Region Primary Student Wellbeing Leaders Forum
- Western Region School Improvement Network
- Western Region Deputy Network
- Western Region Principals Network

| Expenditure And Teacher Participation in Professional Learning | |
|---|-----------|
| Number of teachers who participated in PL in 2025 | 25 |
| Average expenditure per teacher for PL | \$2425.00 |

Teacher Satisfaction

The 2025 MACSSIS staff survey reflects a highly professional and collaborative culture at St Andrew's. Staff reported exceptional levels of Collective Efficacy (83% positive) and Catholic Identity (81% positive), indicating a strong shared belief in our ability to impact student learning. Notable growth was seen in Instructional Leadership and Psychological Safety, both increasing by over 10 percentage points from the previous year. While Staff-Leadership Relationships (79% positive) remain a significant strength, the school continues to focus on refining Feedback processes (53%) and Professional Learning (56%) to ensure our educators feel consistently supported in their professional growth and classroom practice.

| Teacher Qualifications | |
|-------------------------------|----|
| Doctorate | 0 |
| Masters | 6 |
| Graduate | 7 |
| Graduate Certificate | 3 |
| Bachelor Degree | 20 |
| Advanced Diploma | 3 |
| No Qualifications Listed | 4 |

| Staff Composition | |
|---------------------------------------|-------|
| Principal Class (Headcount) | 3 |
| Teaching Staff (Headcount) | 30 |
| Teaching Staff (FTE) | 27.38 |
| Non-Teaching Staff (Headcount) | 22 |
| Non-Teaching Staff (FTE) | 15.22 |
| Indigenous Teaching Staff (Headcount) | 0 |

Community Engagement

Goals & Intended Outcomes

School Improvement Goal

To further develop and promote the Catholic identity of our school by actively involving teachers, students and families in their faith formation.

Intended Outcomes

The school uses a Catholic frame to plan and coordinate social justice and outreach initiatives. School leaders and teachers empower students, staff and families to advocate for and lead whole-school action for justice and the common good.

Achievements

In 2025, St Andrew's Catholic Primary School prioritized the strengthening of the home-school-parish partnership, ensuring our Catholic identity served as the foundation for all community interactions. Central to this was the revitalization of our Community Mass celebrations, where families were invited to participate alongside students and staff, creating a shared space for spiritual reflection.

To foster a sense of belonging and open communication, we hosted regular "Parent Cuppa and Chat" sessions following our fortnightly school assemblies. These assemblies remain a cornerstone of engagement, serving as a regular invitation for parents to celebrate student achievement and participate in the liturgical life of the school. Social justice initiatives were planned through a Catholic frame, empowering students to lead outreach programs such as our Harmony Day celebrations and NAIDOC Week, which commenced with a traditional Smoking Ceremony involving the whole community.

Our school is greatly supported by an active Parents and Friends Association, headed by Amy Jilbert. This group is instrumental in organizing community-building events that align with our mission of service and hospitality. Governance and strategic oversight were provided by the School Advisory Council, including Parish Priest Father Albert Yogarajah, Principal Michael Gavaghan, Deputy Glenn Mugavin, Community Liaison Leader Matthew Majur, and parent representatives Jenny Douglas, Kelly Dowell and Steven Carvalho.

Communication and Welcome

Communication with families remained streamlined and transparent through multiple channels. The school website and fortnightly newsletters provided consistent updates on school life, while the Remind App allowed for immediate communication between school and

home. Administrative requirements were managed efficiently via Operoo, and academic transparency was maintained by emailing Semester Reports directly to parents.

Engagement for new and prospective families began through:

- Prospective Foundation Information Sessions and school tours.
A comprehensive Foundation Orientation Program to ensure a smooth transition.
An eSafety Forum for Parents, providing education on digital safety and responsibility.

Value Added

Community spirit was further bolstered by several large-scale events that celebrated family life and our parish connection:

- School/Parish Fair: A significant highlight that strengthened the bond between the school and the St Andrew's Parish.
- Mother's and Father's Day Breakfasts: Highly attended events providing a special opportunity for students to honor their parents and guardians.
- 3-Way Conversations: Collaborative meetings between teachers, parents, and students to facilitate shared learning goals and student agency.

Parent Satisfaction

Data from the 2025 MACSSIS survey indicates high levels of parent satisfaction, particularly in the domains of "School Fit" and "Catholic Identity." Parents reported a strong sense of invitation into the school's religious life and appreciated the opportunities for their children to engage in social justice actions.

Participation in 3-Way Conversations and information evenings remained exceptionally high, reflecting a strong commitment to the educational partnership. Feedback from community events suggested that parents value the "open door" policy of the school and the specific efforts made by the Parents and Friends Association and school leadership to include them in the life of the parish. This high level of engagement supports student outcomes by creating a unified support network grounded in our shared commitment to the common good.

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.sawerribee.catholic.edu.au