



2025

Annual Report to the School Community



St Mary's School

2-8 Campbell Street, WARRACKNABEAL 3393

Principal: Julie Leonard

Web: www.smwarracknabeal.catholic.edu.au

Registration: 581, E Number: E2027

Principal's Attestation

I, Julie Leonard, attest that St Mary's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 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 30 Mar 2026

About this report

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

Governing Authority Report

From the Murray to the Sea, DOBCEL aims to realise a vision of the 'fullness of life for all' for more than 18,600 students across a community of 63 Catholic primary and secondary schools.

We began 2025 with an uplifting Mass led by Bishop Paul in a packed St Patrick's Cathedral. In his homily, Bishop Paul highlighted our mission as Catholic educators to pursue the fullness of life for every child in our care, reminding us to keep students, staff and mission at the centre of our work.

The January 2025 publication of the DOBCEL Strategy 2035 represents a pivotal moment for the DOBCEL community and marks an important phase in our ongoing development.

The main purpose of this 10-year strategy is to inspire the whole system to commit to and move towards a high performing system of Catholic schools. The system is strong and well-performing, but we can do better.

Underpinned by our Catholic Identity, the strategy identifies five strategic pillars that reflect primary areas of focus.

- Collaborative Cultures
- Engagement and Belonging
- School as Community
- Rich Pedagogical practices for Deeper Learning and Wellbeing
- Sustainable Stewardship

The strategy was co-designed with teachers, school leaders, non-teaching staff, students, parents and those working in Catholic Education Ballarat offices.

I had the great privilege of participating in these co-design sessions, which showcased the professionalism and passion of all those in our system that devote their working lives to provide a great education for our children and young people.

Therefore, it is only fitting that I record my sincere thanks to all of you. These are exciting times of opportunity for our community of schools, but it is only possible because of your extraordinary work and dedication.

Tom Sexton
Executive Director DOBCEL

Vision and Mission

Vision

St. Mary's Catholic School provides a challenging and comprehensive school curriculum, based on Catholic Christian values and excellence in education. St. Mary's School is committed to the development of the whole person as we promote and support caring relationships between school, home, parish and the wider Warracknabeal Community.

Mission

As a Christ-centred school we value our Catholic beliefs, practices and traditions.
In this educational environment we:

- will provide a comprehensive 21st century curriculum which is vibrant, challenging and will support the development of the whole person.
- will cater for the varied learning styles of our students.
- will provide an environment that is happy, safe and welcoming for our students and families. This will include protecting and keeping all children safe from harm in all school environments and outside of school hours (including online environments).
- will respect the dignity of the individual and value the participation and contributions of all.
- will work in partnership with parents and the parish to encourage our students to make a contribution in the community in which they live.

School Overview

St. Mary's is a thriving Christ-centred learning community governed through DOBCEL. As a school of St Paul VI Parish, we are grounded in the Gospels which values each student, and committed to inspiring and challenging students in a safe, respectful and responsible learning environment. The school has been rebuilt and boasts excellent facilities throughout. We have a rich history of providing a Catholic Education dating back to 1901. In 1928, the Ballarat East Sisters of Mercy began their ministry as teachers. Since 1988, St Mary's has been staffed by lay teachers. We cater for children from Foundation (Prep) to Year 6 with an end of 2025 enrolment of 76 students from 58 families. Our forecast enrolment for 2025 is 92 students.

St. Mary's continues to build upon twenty-first century pedagogy to deliver a curriculum that engages all students across their seven-year primary education journey. We prioritise whole-child outcomes, personalise learning experiences and continue to work towards enabling conditions for meaningful change. Through our School Improvement Plan, our strategic intent is to build the learner agency of students to allow them to navigate their way through life and positively impact their circumstances. Our staff are inspired by the positive future of education that is at our fingertips and are willing to take risks and push boundaries to better prepare our learners for the modern world. We are consciously aware of the changes in education - the need for data analytics and for our staff and students to be digitally literate in the artificial intelligence domain. St Mary's continues to evolve to meet the needs of those we serve.

We are revisiting the school's Vision and Mission statements in light of our previous school review to ensure that they reflect our Catholic ethos in a progressive and modern society. We continue to review the process of engaging staff and families about place of St. Mary's within the Catholic community and how best we reflect who we are.

Principal's Report

2025 School Advisory Council and Parents' Club Annual General Meeting

This is the Annual Report of the operation of St Mary's Catholic Primary School, Warracknabeal for the 2025 school year, as presented at the St Mary's Catholic Primary School Advisory Council Final Meeting and Parents' Club Annual General Meeting, held 29 October 2025.

At the time of writing this report our school enrolment totals 63 students, a decrease of 5 as per this time last year.

Enrolments

I am forecasting a 2026 enrolment of 92 students, 16 more than this time last year. We have five exiting Year 6s, 24 incoming Foundation students with three families with students indicating they will be leaving Warracknabeal due to work commitments.

At the end of 2025 we increased the number of classrooms by one to cater for the growing number of students.

For 2025, classes have been organised in five learning groups.

Chickpeas 18 students Wheat 18 Students Barley 19 students

Canola 18 students Lentils 19 students

With our current enrolment numbers at 92 for 2025, we are returning to five classes in 2025 and have employed two full time classroom teachers one additional Learning Support Officer.

Catholic Identity and Mission

Goals & Intended Outcomes

As a Catholic school, St Mary's ensures the dignity of the human person is embedded in the practices, policies and programs in the school.

The school demonstrates its understanding of its mission as a Catholic school through the Religious Education curriculum, an awareness of its school diversity and faithfulness to Catholic tradition, and its outreach in the local and wider community.

As a Catholic school it is important for us to be aware of the plight of our brothers and sisters as well as our environment as stewards of God's world.

We continue to engage in professional learning in Catholic culture with an emphasis on Scripture, the Catholic Tradition and the language and design of the ECSI survey tool, in order to make explicit connections between ECSI data and the RE curriculum.

Achievements

Religious Education

- The continued implementation of the revised Awakenings the Religious Education (RE) curriculum
- The focus on formative and summative assessments to inform the Religious Education curriculum teaching
- The planned RE units of work to support the school's Enhancing Catholic School Identity (ECSI) data
- The raised awareness of the importance of deep scriptural understanding to move student's literal belief towards post critical belief
- Implementation of the Fullness of Life: Relationships and Sexuality program Enhancing Catholic School Identity
- The school has analysed its (ECSI) data and identified the need to become a more dialogical school by ensuring all students are given learning experiences in the sharing of the Catholic tradition.
- The need to re-contextualise the iconography of Mary as the patron of the school.
- Awareness and integration of approaches in religious education to reflect the diversity of faith traditions and philosophies of life in the school.
- Staff have a good understanding of the preferred stance of the Diocese in the ECSI data.

Social Action & Justice

The school has an emphasis on Catholic Social Teachings and its link to the Gospel and ensures links to the school's social action programs.

The school has strong knowledge of all its families and demonstrates deeply committed support for families in need.

Families supported Catholic Mission through Caritas Australia's Project Compassion as part of our Lenten journey. Weekly updates and stories were shared on our newsletter and all families were provided with collection boxes during the season of Lent.

Grade 5/6 Lentil students organised and conducted Mission Day and fundraised for those in need.

Students have been aware of and involved in a number of significant Social Justice 'weeks' or 'days' throughout the year. These included, but were not limited to, Project Compassion, ANZAC Day, Harmony Day, National Reconciliation Week, World Payer Day, Mini Vinnies Mass and fundraiser World Environment Day, National Anti-Bullying Week, Remembrance Day. Our students are actively engaged in these social awareness and social justice events.

Value Added

- The Parish led Sacramental program was held this year across the whole of St Paul VI Parish. With thanks to Fr Sajan and Sally Anderson who drove the program, two current students are completing their sacraments.
- Our Catholicity and Christian ethos are visible through daily prayer in morning gathering and Religious Education classes.
- Catholic Education Week: we celebrated a special day at Our Lady Help of Christians, Murtoa along with St Patrick's, Nhill and led by Mons Glynn.
- School leaders are in the process of being nominated and elected for 2026. Once elected they will be formally presented to the St Mary's community at a special assembly.
- Easter Liturgy, St Vincent De Paul Mass for the less fortunate, Celebration Mass for the sacramental candidates, Catholic Education Week Mass celebrated at OLHC Mutoa with
- St Patrick's Nhill and led by Mons Glynn and the End of Year Graduation Mass being prepared
- The school celebrated the Swimming Carnival in Week 3 which was well attended by parents and supported by parent volunteers. Our point of difference is all students are actively involved and included in the sports from all age groups in the school
- Canola class will attend the Lady Northcote Camp (this week) and Lentils attended Robe in October this year. The students had a marvelous time. Students with additional needs well-supported
- P-2 students went on a day trip to Sovereign Hill, Ballarat in November
- Chickpeas celebrated their 100 days of schooling with a dress up day.

- Bernadette Luckmann from DOCBEL led our staff formation and understanding of ECSI (Enhancing Catholic School Identity). The ECSI Project is a tool for enhancing Catholic identity in schools within an increasingly non-religious and multi faith/cultural global society. Staff continue to develop a deeper understanding of our ECSI for our school context and theological framework to work towards better understanding and clarification of St Mary's Catholic identity and beliefs.
- Sarah Page from DOBCEL conducted a collaborative professional learning day with St Patrick's Nhill at St Mary's, and explored and planned the Laudato Si 'Caring for our common home'.
- The school is actively involved in raising funds for Caritas through Project compassion, Mini Vinnies and Mission Day.

Learning and Teaching

Goals & Intended Outcomes

St. Mary's prides itself as a school which has developed as a 'community of learners'. The school has targeted professional learning and all teachers develop and implement agreed shared pedagogical practices.

Achievements

Pedagogical Practice

St Mary's has clear, agreed school pedagogical practices across all year levels which are informed by the content in the Victorian Curriculum. Within these agreed statements are non-negotiable teaching practices, such as guided reading, daily writing and differentiated learning outcomes, which are clear collective commitments that are adhered to.

Curriculum

St.Mary's has a well-documented, sequential and sequenced curriculum in English, Mathematics and Religious Education which underpins effective teaching strategies, practices and programs.

St Mary's staff attended professional development days and visited St Joseph's Red Cliffs to build their knowledge and skills as they enter Phase B 2026 Flare Project A DOBCEL initiative implementing a synthetic Structured Literacy Program in partnership with Latrobe University. Mel Fox, from CEB has supported and guided staff with the UFLI, Flare Project implementation with her regular visits to St Mary's.

All classrooms participated in the National Simultaneous Storytime.

Book Week visit from children's author Jodi Toering.

St Mary's has continued with a strong Professional Learning Community culture, built on teamwork and high expectations for each student to succeed. Teachers present curriculum through an Inquiry approach, with all learning and teaching experiences based on the Victorian Curriculum.

Throughout the year, the teachers continued to present a carefully planned, balanced classroom program that covered the areas of:

- Religious Education
- English

- Library
- Personal and Social Capabilities
- Mathematics
- The Arts
- Inquiry Units
- Personal Learning
- Technology
- Science
- Health and Physical Education
- Civics and Citizenship- LOTE (Japanese).
- Learner Agency and Data Literacy

Sam Meerbach (CEB) has supported staff with many school visits, and staff released for professional practice time to work with Sam and each other for curriculum planning and documentation. Teachers are looking at alternate assessment methods and investigating options to enable more efficient ways to assess and record ongoing student achievement.

We continue to benefit from the availability of Sally Anderson – CEB Speech Therapist to have on site weekly for additional support and assessments for our children.

We are well staffed with education support officers throughout the school, who in addition to supporting children in the classroom, implement intervention programs including speech support, QuickSmart Maths Numeracy Intervention and Read 3 Literacy intervention. We also employ through our NCCD funding regular Speech Therapy support provided by Sally Anderson.

Student Learning Outcomes

Effective Teaching

- Our triangulated data from a range of assessments provides strong evidence students are learning.
- All education staff have a clear commitment to ensure all students have access to curriculum and pedagogical approaches to enable them the opportunity to achieve to high standards.
- Engagement in Professional learning in response to student data e.g. Learner Agency, Data Analytics.
- Implementation of strategies from professional learning to strengthen pedagogy.
- The effective use of pre- and post-Common Formative Assessment Tasks (CFATS)
- Evidence of clear statements of non-negotiable teaching practices.

Engaging Students in Their Own Learning

Teachers have focused on designing curriculum to strengthen student engagement in their learning across the school.

There is use of Learning Intentions and Success Criteria across classrooms.

Analysis and Use of Data

- A systematic collection and response to data is evident.
- A collaborative analysis of all data sets is evident.
- Data storage ensures accessibility for all staff.

Professional learning teams plan strategically through their use of 'Faces on the Data Wall' and now also the SIMON platform dashboard which integrates assessment to provide visual tools to view student progress and achievement. There is a strong focus on data collection. Faces on the Wall data, OARS and online tools show clearly where each student is in their learning, which is used to inform teaching. These and other data sets, including writing moderations are gathered and discussed in professional learning communities, and also as agenda items throughout the year in teacher meetings.

Coordinated Strategies for Intervention

- A wide range of Intervention programs are employed to support student learning.
- A proactive approach is used in early intervention in the early years.
- Strong evidence indicates an outstanding knowledge of students with diverse learning needs.
- Evidence of excellent processes to attract and use additional funding (NCCD). Through our audit in 2025, the school was praised for being exemplar in the gathering and storage of evidence to support our NCCD students.

Achievements

- Staff engagement in professional learning in Learner Agency and Data Analytics.
- Staff engaging in the Religious Education Accreditation Program.
- Building capacity of students taking ownership of their own learning (student voice and agency).
- Staff visited St Joseph's Red Cliffs to build their knowledge and skills as they enter Phase B 2026 Flare Project.
- Developing and implementing viable curriculum across all key learning areas.
- Implementing and monitoring the effectiveness of Intervention programs.
- Student participation in Book Week, Catholic Education Week and Mission Days.

NAPLAN 2025

Through the use of PAT data analysis in Reading, Writing and Spelling, staff have identified that growth has been achieved. There is still a strong focus to develop further growth of Writing for students in this area.

Our PAT data has shown an improvement in Mathematics. We continue to have an increase of students with diverse learning needs who individuals and families chose to complete NAPLAN. St Mary's is committed to continually improving student learning outcomes in Literacy and Numeracy. Being a relatively small school it is difficult to use NAPLAN data alone to determine the overall effectiveness of the school's program. We have a range of evidential practices which demonstrate incredible individual growth of many students across the whole school and this needs to be celebrated and not hidden amongst a snapshot of results of NAPLAN from only Grade 3 and 5 for 2025.

Key Improvements

- To continue to improve outcomes across all learning areas with an emphasis on Spelling, Writing, Grammar and Punctuation across all year levels.
- To use evidence-based research of student engagement to inform teaching and student learning.
- A proactive approach is used in early intervention in the early years – screeners are used including CHIPS and Sound Scouts to identify students at risk, all Foundation students complete numeracy and literacy assessments in term 1 to identify their strengths and challenges to individualise their learning programs.
- Strong evidence indicates outstanding staff knowledge of students with diverse learning needs.
- Evidence of excellent processes to attract and use additional funding (NCCD).
- St Mary's continues to strive to improve Reading and Writing across all year levels and to use evidence-based improvements of student engagement in their learning.

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	*	*	*	*
	Year 5	*	*	*	*
Numeracy	Year 3	*	*	*	*
	Year 5	*	*	*	*
Reading	Year 3	*	*	*	*
	Year 5	*	*	*	*
Spelling	Year 3	*	*	*	*
	Year 5	*	*	*	*
Writing	Year 3	*	*	*	*
	Year 5	*	*	*	*

*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

The wellbeing of the students is integrated through a holistic approach with strong alignment to our SWPB Matrix, underpinned by our school values and the Learning and Teaching culture of the school. We continue to implement effective practices to promote, monitor and enhance the wellbeing of all students.

- A qualified teaching staff member was employed to take classes to support the Mental Health in Primary Schools (MHiPS) Program Wellbeing in Catholic schools, which supports the development of all members of the school community. It is reflected in many aspects of school life and especially in our Vision and Mission statements, policies, procedures, programs, teaching and learning curriculum, student activities, student support and wellbeing services, behaviour support processes, family engagement, community partnerships and school climate.
- We aim to follow the work of Jesus to provide meaningful communication and build trusting relationships with all members of our community
- Staff have implemented Fullness of Life / Right Relationships curriculum
- Whilst teacher and parent input is sought and appreciated, student voice is integral in the ongoing review of our Vision and Mission Statement to ensure students have ownership and feel heard as members of our school.
- Plans are in place and early in the 2026 year, four students will represent St Mary's in the 2026, Student Voice Agency (SVA), DOBCEL initiative.
- St Mary's works closely with external practitioners including those from Catholic Education Ballarat and also for those students accessing NDIS supports such as Occupational Therapy, Speech Therapy and Psychologists.
- Our STOMP program this year culminated in a performance for families at the end of the week with the assistance of the STOMP crew.

Achievements

- Expectations of our SWPB Matrix are explicitly taught intertwined with the curriculum. Our Fullness of Life Program and Respectful Relationships curriculum promotes wellbeing for all students.
- Reading Certificates have been presented for achieving 'nights of reading' targets which increase in increments of 25. These have been presented at assemblies and recognised via the various platforms of community engagement.
- Personalised Learning Plans, Health Support Plans and Behaviour plans have helped to develop and improve the confidence in our children as the learning tasks and social interactions they undertake are developed to meet their specific needs.

- Students created gifts and cooked food for Mother's Day morning tea, which was well - attended, followed by a learning walk. Students also were able to have a special breakfast with their Dad/Granddad/significant other and made lovely gifts for Father's Day
- Our Grandparents' Day was exceptionally well attended, with a liturgy followed by shared activities.
- There is evidence of a culture of pride, hospitality and welcome to the school.
- The school is seen as open, approachable and staff are compassionate.
- We have clear, documented evidence around well-being policies and procedures.
- Restorative practice is embedded across the school.
- Evident and embedded Child Safe practices, with child friendly version standards established and published throughout the school.
- The use of SIMON for behaviour incident tracking is optimally utilised.
- The design and maintenance of school facilities ensure a safe and stimulating environment for all, supporting a safe OHS environment.
- Strengthening opportunities for student leadership, including the Student Representative Council as a forum for student voice.
- We continue to embed a consistent approach in whole school agreed strategies for behaviour management and school wide positive behaviour practices.
- We aim to develop confident and respectful students who are able to regulate their own behaviour using the Zones of Behaviour as a base and model this to other students.
- We aim to strengthen student voice and agency in learning.

Value Added

- Meetings with parents regarding PLPs, behaviour and health plans
- Diocesan Child Safety Network
- Weekly school newsletter with a focus on student achievements
- Local newspaper features with a focus on student achievements
- Student awards at assembly to promote achievement across a number of areas
- This year students were able to engage in many activities - Grade 5/6 went on a 3 night camp to Melbourne; Grade 3/4 went on a 2 night camp to Halls Gap, whilst P-2 had a day trip to the Halls Gap Zoo.
- We held our swimming program, Swimming Carnival and Athletics Carnival. All these events occurred in Term 1.
- In Term 2 students participated in Cross Country, coming second in the Little Desert Division.
- We had students compete in interschool AFL competition
- Many of our students were very successful at the inter school sports and some also at regional level.

- Throughout the year students attended live performances funded by Country Education Partnerships
- The STOMP Hip Hop program which performed for parents, and students also performed musical items for the Prelude to Christmas.
- Graduation Mass and Dinner for our Grade 6 cohort and whole school end of year BBQ and pool party.

Student Satisfaction

Through staff Professional Learning Learner Agency students are beginning to take more ownership of their learning through goal setting and other forms of independent learning.

Our students are happy and enjoy attending school. They feel a strong sense of connectedness to their peers, their teachers and the school community. Students often express feeling safe, supported and that their needs are met at St Mary's.

Student Attendance

Student attendance is managed through SIMON. Teachers complete the class rolls at 9.30am and 2pm. Absences are noted by both the Administrative Officer and the Principal. If the school has not been notified of a student's absence via PAM App, phone call or note in the student's diary from the previous day (if a planned absence), the school will follow up with a text message through PAM and/or a phone call to the parents or caregivers. Student attendance is recorded as a percentage to families at the end of each semester on the school report.

Average Student Attendance Rate by Year Level

- Y01 88.1%
- Y02 87.19%
- Y03. 90.75%
- Y04. 87.29%
- Y05. 91.40%
- Y06 86.90%

Overall average attendance

- 89.06%

Average Student Attendance Rate by Year Level	
Y01	87.24
Y02	88.9
Y03	86.6
Y04	90.25
Y05	90.53
Y06	89.83
Overall average attendance	88.89

Leadership

Goals & Intended Outcomes

There is a strong sense of purpose and direction shared by all staff in their collective ownership of the learning and teaching environment.

School leadership supports staff so that they build their capacity as teachers and also as themselves as learners; they work collaboratively to embed agreed pedagogies and practices that support students to be informed and independent learners.

Achievements

Through the St Mary's community working together and embracing change, the school can continue to grow and thrive.

All staff have a role to play in the leadership of the school and staff are responsible to and accountable for all students' learning. Previous data supports a culture of collective responsibility for improving student learning.

There is an outstanding commitment to staff professional learning in response to identified priorities.

All professional learning is a response to the analysis of learning data and is connected to the school's Annual Action Plan.

Professional Learning engaged in by staff is research and evidence based.

Our strong PLC culture for continuous improvement drives the next point of student learning. Support from Catholic Education Ballarat has been consistent throughout the year, and we thank Sam Meerbach for her continued work and tireless commitment to our teachers to unpack the curriculum, analyse assessment data and assist in determining the essential learnings and to implement a viable curriculum for all students.

Bernadette Luckman has been invaluable in guiding our teachers through the Fullness of Life Curriculum and helping teachers to develop their pedagogical skills towards post critical belief.

Patrice Rickard (psychologist) and Maria Richards have guided the school through professional development relevant to the Learning Diversity Leaders, the National Consistent Collection of Data, testing and screening of students with learning needs and also the Post Enumeration Census conducted this year.

Sally Anderson remains pivotal in her role in supporting students with speech intervention.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
• Rhythm2Recovery (Wellbeing) • Mental Health in Primary Schools (MHIPS) • Literacy: Flare Project, UFLI online and Face to Face • HINT Platform • PageUp • SIMON platform implementation PD • School visits to Red Cliff and Horsham • Dyslexia, Autism and Neurodivergent Webinars and Professional Development Days • ROSAE PL • REL Network • Religious Education ECSI data • Diocesan Leadership Gatherings • Diocesan New Principal Gatherings • Learning Diversity PL • Anaphylaxis, Asthma, First Aid and Emergency Management Updates • NCCD • Personal professional learning undertaken individually.	
Number of teachers who participated in PL in 2025	12
Average expenditure per teacher for PL	\$2500.00

Teacher Satisfaction

St Mary's prides itself on a positive teaching climate.

Pastoral Care is evident for staff, with staff able to approach the school's leaders to discuss issues. Teachers at St Mary's are dedicated, enthusiastic, passionate and take pride in their work. All staff believe they can make a difference to students' learning and effectively engage

students to optimise their opportunities. The curriculum in this school is well-planned and well-documented.

This year there was a change from three classes to four. This created smaller class sizes which provided opportunities for growth and learning. Change takes time and all staff continued to work together to strive towards a positive and supportive learning environment.

Teachers at St Mary's are confident that a motivating and engaging curriculum is being delivered.

Staff stay informed with current classroom practices through professional development, weekly meetings and school in-services, including RE, behavioural management, literacy and numeracy. These are selected by analysis of current school data.

Teacher Qualifications	
Doctorate	0
Masters	2
Graduate	1
Graduate Certificate	0
Bachelor Degree	10
Advanced Diploma	1
No Qualifications Listed	2

Staff Composition	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	10
Teaching Staff (FTE)	6.16
Non-Teaching Staff (Headcount)	8
Non-Teaching Staff (FTE)	4.04
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

St Mary's prioritises building strong partnerships with its parents and caregivers based on the belief and commitment that to strengthen parent engagement in learning, is to ensure improved outcomes for student learning.

Whilst we have a committed and active Parent Club with strong parent involvement, St Mary's had previously trained staff in the area of Professional Learning Walks. In 2025 Learning Walks were conducted in Term 3 to showcase our school and drive parent engagement with their child's learning.

Achievements

Partnering with Families

The staff know their students and families extremely well.

The school is welcoming and accessible to all.

Parents and students report they have been supported throughout remote learning. There are strong partnerships between the school and all families, particularly families with diverse learning needs.

The school works well in engaging parents in their children's learning through regular communication using a variety of platforms.

St Mary's continues to benefit greatly from the involvement of individuals and groups from the School and Parish Community, in particular St Mary's Parents' Club, Volunteer assistance across the school and parent/grandparent assistance in the classrooms.

Parent Club has been exceptionally generous and proactive this year. Students have benefitted from free lunches, Grade 6 jumper and Graduation dinner support, purchase of books to support the new literacy program, FLARE, along with sporting and equipment. All this is possible from the amazing voluntary work and support from our parents. St Mary's is incredibly grateful for these efforts of the families for the children.

Our students were also involved in the wreath laying ceremonies for ANZAC Day and Remembrance Day.

Relationships continue with the kindergarten, St Brigid's in Horsham, St Patrick's in Nhill, OLHC in Murtoa, our sister Parish Primary Schools and Warracknabeal Educational Precinct.

We have celebrated Mother's Day and Father's Day Breakfasts, Grandparents' Day with liturgies, assemblies, learning walks and classroom invitations. End-of-Year Mass and Graduation Dinner are always a special highlight for our Grade 6 students.

The school also was active in its support of the Australian Catholic Mission.

Transition days for our prospective new students were very well attended.

Parent Satisfaction

School Advisory Committee (SAC)

Chairperson Report 2025

Welcome to term 4 of another school year. It's hard to believe we are almost through another year. It has been another very positive year for St Mary's with school camps to Robe and Bacchus Marsh this week and plenty of other extracurricular activities taking place. St Mary's has also experienced great success in the interschool swimming, cross country and athletics sports. Congratulations to all students on their individual performances and representing the school, and town in such a positive manner. Staff have had opportunities to visit other schools in Mildura and Horsham in preparation for the roll out of a new literacy program. Foundation students aged dramatically after 100 days of school and delivered a brilliant assembly showcasing their talents. These are just a few examples of what makes St. Mary's such a vibrant and diverse learning community.

As always, the school Parents' Club has been busy fundraising at a number of different events to provide funding and opportunities for St. Mary's students. The Parents' Club is only possible because of the dedicated volunteers that donate their time to organise and conduct fundraising events, so thank you to all of you involved. I urge every St Mary's family to consider participating or volunteering to help out with the parents club where possible. Ultimately, you'll be helping provide the best possible learning environment for our children.

I'd like to extend my thanks to Jess Boyd who has shown exceptional enthusiasm, dedication and leadership during her time as St. Mary's Parents' Club president, we are all very grateful for your service.

I would also like to thank Ben and the entire Bentley family for the generous donation of the gaga pit through the year which has added another playground activity, which from all accounts has been a huge hit with the students and has continued to make St Mary's Primary School and our playground facilities the envy of other schools not just in the diocese but across the state. I would also like to pay a special thanks to long time parent Mark Peters for undertaking the earthworks required and then installing the gaga pit. This generosity shown by locals in the Warracknabeal community is what allows us to maintain first class facilities within a limited budget.

This year, we were delighted to welcome Julie Leonard as our new Principal at St Mary's. Julie has brought great enthusiasm, fresh ideas, and a clear vision for continuing to make our school a place where every child can thrive. It has no doubt been a steep learning curve but we've appreciated the time and care Julie has taken to get to know our community and to listen to the voices of both students and families.

The School Advisory Council (SAC) is very much looking forward to working closely with Julie to support new initiatives, build on our successes, and continue making St Mary's a happy and inspiring place to learn. So on this note I urged anyone that has an interest in the school's future to nominate for SAC so that we as a committee can help advise and support Julie and her staff in the future management of the school.

Looking ahead to 2026, at this stage St Mary's is welcoming 23 new students into the Foundation stream, which is a fantastic result and extremely promising for the schools future. We are also farewelling five students as they finish up Year 6. We wish them well on their future education endeavours and hope they look back upon their primary years of education at St Mary's with great fondness.

Regarding staff, it is fantastic that we have already secured two new full time classroom teachers for 2026, Anjina Chand from Fiji and new graduate William Vo. We will also have Berny Trounce on a permanent basis who is going to take on the role as Japanese teacher as Jess Boyd takes leave for 12 months. We look forward to welcoming them into the school community. We are fortunate to have such a vibrant school in our community and this wouldn't be possible without the continued dedication of teachers, LSO, speech therapist, gardeners etc so thank you all for your continued efforts this year both in and out of the classroom.

Finally, I would like to wish everyone a safe and happy remainder of the year, and a joyous festive season as we embark on this busy time of year.

Parents' Club President Report 2025

Thank you everyone for your contributions to 2025 which was another truly successful year. Our school continues to prosper and grow with such kind and generous families and friends supporting our school community.

The Parents' Club strives to create opportunities for our students and staff to access the resources required to provide meaningful learning experiences.

Over the course of 2025, we have raised nearly \$11,000. This outcome is for our students and school to use to ensure our children have every opportunity in and out of the classroom.

Our major fundraisers have included a bake sale, a pie drive, catering for WSSA, and a wood raffle.

These functions were enabled by the support and time donated by our amazing families. Large amounts of food were donated for the bake sale and WSSA, and time and effort was donated by families for all of our fundraisers.

2025 saw us start the year with a family welcome event, which hopefully will be back next year, bigger and better.

The Parents' Club purchased new resources for both the classroom and the sports program. We have new books for readers. We have contributed to the Year 6 tops, graduation dinner and special lunch days. We employed Felicity Brown, a landscape architect to create a design for the outdoor garden space and recreate our eco garden.

We will continue to consult with the school and assist with anything they require moving into 2026.

The gratitude I have for our families and Parents Club members is difficult to express. Your continued support, donations, assistance and ideas towards school fundraisers and events enable us to continue to support the students at St Mary's Warracknabeal. We are truly blessed to share our community. To every person who contributed in any way, great or small; baking, selling, donating, assisting, cutting wood, selling raffle tickets, cooking, cleaning; thank you, your time and effort is to be commended.

The Parents' Club would like to thank the Principal, teachers and all staff for their continued efforts of providing an education and a range of learning experiences for our children at St Marys. Your work is appreciated and valued.

I would also like to acknowledge our current office bearers, Hanna Morcom, and Rachael Phillips. Your efforts behind the scenes and continued support have been amazing and made the challenges over the past 12 months easier. Thank you to Paula Winsall for assisting us with our finances.

Congratulations to Kristy Gove as our new incoming president and congratulations to Hanna Morcom as she continues as our Vice President and to Rachael Phillips as she continues as our Secretary. May the new SAC lead with patience and openness, ensuring every voice is heard. And above all, may we remember that we are united in our commitment to our children.

Farewell to families who are moving away and changing directions. We appreciate your contribution to the school. To the Byron, Sibley Clyne and Peters families we wish you all well.

Thank you.

Jess Boyd

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.smwarracknabeal.catholic.edu.au