



Melbourne Archdiocese
Catholic Schools

2025

Annual Report to the School Community



Mother of God School

67 Blanche Street, ARDEER 3022

Principal: Assunta Iacovino

Web: www.mogardeer.catholic.edu.au

Registration: 1541, E Number: E1187

Principal's Attestation

I, Assunta Iacovino, attest that Mother of God 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 08 Apr 2026

About this report

Mother of God 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

Mother of God School Mission and Vision

In Brigidine education we will:

Be faithful to our Catholic heritage.

Welcome all people, especially the most vulnerable.

Celebrate all that is good with joy and gratitude.

Engender a love of learning, hope and sense of purpose.

Image and practise justice and service.

Mother of God School Values and Objectives

Our Moral Purpose

To Learn

To develop a community where everyone is passionate about developing and enhancing learning

To Love & Care

To work so that everyone knows that they are respected and valued equally.

To Serve

To be a community where everyone serves and cares for people and purpose beyond themselves

To Empower

To be a community where everyone is welcome and that we have a shared voice that both informs and guides us

School Overview

Mother of God School (MOGS) community respectfully acknowledges the Wurundjeri people, the traditional owners of the land on which our school is built.

Ours is an inclusive learning community of 120 beautiful students. We remain committed to providing engaging and rigorous learning and teaching programs focused on the needs of the individual child. We are guided by our School Improvement Plan (including Brigidine Core Values and Moral Purpose). We believe this is best done in partnership with families, and we work strategically to strengthen the learning partnership, so that students' outcomes are enhanced.

MOGS is one of two primary schools in the parish of St Theresa's. We value the ongoing guidance and support of our Parish Priest, Fr Dixon George. We continue to be influenced by the charism of the Brigidine Sisters. We work to embed a spirit of 'team' where students, teachers and parents actively partner to provide a vibrant and caring school community. A strong volunteer culture is embedded in our school, and we benefit from that support across all areas of the curriculum.

Our School Vision forms the basis of all that we do. At Mother of God School we believe that learning is for life not just for school. Becoming an effective life-long learner is learnable. All children can learn with adequate support. Students bring to school family, cultural and linguistic assets, or a virtual school bag, that we use to build educational success.

Our learning and teaching programs and processes are inspired by and align with the MACS Vision for Instruction. We focus on personalising learning to enable all students to experience success. We value strong partnerships between school and home, enabling student learning to be enhanced. We have strong practices for building student wellbeing and social and emotional learning. Throughout all facets of our school community, strong, warm and caring relationships between people enable effective learning. We work constantly to strengthen these important elements of our work.

We are proud to be one of two great primary schools in Ardeer and are committed to being a valued and active contributor to the local community.

Principal's Report

I am honoured to continue my work as principal of Mother of God School (MOGS).

The most exceptional feature of MOGS is its welcoming and warm community that continues to be strong in its commitment to building on the many assets of the school and continuing to promote ours as a school of 'first-choice' for the families and young people of Ardeer: We are a Catholic school for people of all faiths.

At Mother of God school we strive to create an educational experience for all students that is strongly grounded in our parish and local communities. The education of our students, staff and parents begins with an invitation to explore and grow in understanding of the Catholic faith and how, in living it out within school and the wider community, others may see the presence of God in their lives.

In 2025 we continued the implementation of our School Improvement Plan (2023 - 2026). Our improvement strategies continued to centre on co-creating the conditions to enable challenging learning for all. We continued to achieve this through building understanding and capacity of all to use assessment for continuous learning growth and by designing a renewed framework for a culture for professional growth. 2025 saw a much stronger focus on refining and aligning our improvement strategies to the MACS Vision for Instruction.

Learning and Teaching is the core work of Mother of God School and we continue to strive for excellence. In 2025 we continued our key focus on ensuring that the individual needs of all students are supported across all learning areas. Our commitment to quality, evidence based and inclusive programs that support social and emotional development and all aspects of student services are highlighted in this Annual Report to the School Community.

We continue our strong partnerships with a variety of organisations. These include:

- Cultivating Community with our school community garden program
- Brimbank Council who provide the 'Dynamic Young Citizens' program

- Foundation House who provide the Refugee Education Support Program in partnership with the Centre for Multicultural Youth

We are grateful for our ongoing partnerships with them.

We are most thankful for the team of volunteers who continue to support the young people in our school. Our HOSTS (Helping One Student to Succeed) team continues to make a difference in the lives of so many young people.

I thank the young people, the families and the hard-working staff for making our school a great place to be every day. It is a pleasure and honour to be in leadership amongst you all.

Catholic Identity and Mission

Goals & Intended Outcomes

Over the four years 2023 - 2026, we aim to co-create the conditions to enable challenging learning for all. We will achieve this through building understanding and capacity of all to use assessment for continuous learning growth and by designing a renewed framework for a culture for professional growth.

In the area of Catholic Identity and Mission in 2025 our goals were to focus on:

- Re-invigorating processes for staff formation and family formation that nurture the vision, mission and liturgical life of the school, making explicit its connection to traditions, celebrations and programs
- Building staff knowledge about liturgy, prayer, the Brigidine charism
- Referencing the school vision with connections to processes and practices across the School
- Building community knowledge and engagement in Jubilee Year 2025.

Achievements

The message of the Gospel and the story of Jesus are integral parts of the life of Mother of God School. We are very fortunate to have a community which includes many cultures and religious beliefs. We respect these diverse beliefs and, in doing so, deepen our understanding of the recontextualised Catholic traditions.

Enrolment at Mother of God School (MOGS) is an invitation to 'come and see' an education, offered in the Catholic tradition, but also with an appreciation of other faiths and cultures and their contribution to the common good. The school offers both formal and informal ways of expressing faith. We strive to bear witness to gospel values through our day-to-day responses to school experiences, interactions and relationships.

The strong focus on our Catholic identity at MOGS ensures that a sense of hope and purpose is always maintained. The values, scripture, prayer and liturgy in the Catholic tradition permeates the life of the school. We aim to develop young people who have a deep understanding of Catholic teachings, appreciate religious values, who are positive about life, who have a sense of their own worth and of their contribution to the world. We hope they will

be able to apply the religious values they have acquired in the context of the community in which they live and work.

In 2025 we continued to build our Catholic identity by focusing on the Year of Jubilee, in particular, the theme of 'Pilgrims of Hope'. As a staff we began the year with learning about Jubilee in the Catholic tradition and that a Jubilee or Holy Year is a special year of forgiveness and reconciliation, in which people are invited to come back into right relationship with God, with each other and with all of creation. We unpacked the theme of Jubilee 2025 and what it means to be 'Pilgrims of Hope' both personally and within our school community. We planned ways of making Jubilee come alive in our school community by focusing on food collections for the poor and marginalised in our community.

In the area of staff formation we continued to focus on how to make staff prayer times more relevant to contemporary life and more energising for staff. We worked collaboratively to design units of learning for students on the liturgical year (Lent, Easter and Advent), Sacraments, Creation and Stewardship and the Common Good.

In 2025 we continued to focus on reinvigorating processes for family faith formation, which usually occur as we are preparing the children to celebrate Sacraments, by designing family faith nights within the school rather than outsourcing this as in previous years. This gave us more direct opportunities to nurture the vision and mission within our particular context while also supporting families to participate fully in the liturgical life of the school.

In 2025 we celebrated the sacrament of Confirmation together with our sister school, St Theresa's, for the first time. This was celebrated at Mother of God Church. We came together as two schools for a combined parent faith night and for other activities that helped the candidates to prepare to receive the Sacrament such as attending a retreat at The Mary MacKillop Heritage Centre, meeting with the bishop and practicing for the Confirmation celebration.

The school community at Mother of God School is actively involved in whole school liturgies and the Thursday parish Mass. The structured approach to involvement in parish liturgical celebrations continued in 2025, with different classes rostered to attend each week. In 2025 we provided students with many more opportunities to take active responsibility for parts of the liturgy and to participate fully in liturgies at both a school and parish level. Students have a high level of involvement both in weekly parish liturgies and whole school liturgies where

they participate in the various roles as readers, singers and in conducting special roles such as presenting the gifts at the offertory and bringing in special symbols

The prominence of visible signs of our faith in classrooms has also been a priority. This serves to support the culture of prayer and reflection that exists in every classroom. The Principal meets regularly with the parish priest and the principal of St Theresa's, the sister parish primary school, to ensure that there is a common approach to faith development and the sharing of resources where possible. The Principal is an important part of the Parish Leadership Team and is active in ensuring that there is consistent communication and interaction between the school and wider parish community.

Our Brigidine core values which form the Vision of our school were lived out especially in the outreach work that was undertaken by the MOGS staff during 2025. For our families who are experiencing any kind of difficulty, pastoral support is available through reaching out to staff in leadership positions and classroom teaching positions.

Value Added

In 2025, we started the year with staff Mass with our sister school, St Theresa's, Albion, followed by a shared morning tea with all staff from St Theresa's and Mother of God School (MOGS). This strengthens our identity as Parish schools and strengthens the bonds of friendship and collaboration between us.

We marked the feast day of our patron saint, St Theresa, with the two schools coming together at Mother of God School on October 10th. 2025 also marked the 100th anniversary of the canonisation of St Therese of Lisieux, the little flower. In the lead up to the day both schools prepared for the celebration by focusing on '100 acts of kindness' and creating displays in both schools. The day of the celebration included the students taking part in various activities, a shared lunch and learning the song 'The Rose' in Auslan. At the end of the day, all the students and staff from both schools gathered in the church garden to plant a memorial rose bush celebrating the 100 years of St Theresa's canonisation and to perform The Rose all together in Auslan. It was an incredibly moving experience.

Learning and Teaching

Goals & Intended Outcomes

Over the four years 2023 - 2026, we aim to co-create the conditions to enable challenging learning for all. We will achieve this through building understanding and capacity of all to use assessment for continuous learning growth and by designing a renewed framework for a culture for professional growth.

In the area of co-creating the conditions to enable challenging learning for all in 2025 we aimed to:

- Improve student achievement in Number, through explicit daily focus on accuracy, fluency and automaticity
- Improve student achievement in Reading through more explicit teaching of phonemic awareness and phonics knowledge in Yrs P - 1
- Improve student achievement in Reading through more consistent school wide teaching of reading comprehension strategies in Yrs 2 - 6
- Improve students' readiness for learning through strategies that promote wellbeing and safety in the school environment.

In the area of building understanding and capacity for all to use assessment for continuous learning growth, we aimed to:

- Support teachers to use student data to formulate questions and generate hypotheses to investigate the impact of their teaching on student learning with the intention of improving outcomes
- Support teachers to collaborate in critiquing, adapting and designing assessment tools to suit a range of assessment opportunities
- Support teachers to explicitly teach metacognitive and reflective strategies so that students can identify the next steps in learning.

In the area of co-designing a renewed framework for a culture of professional growth, we aimed to:

- Provide teachers with opportunities to receive feedback on classroom practice, as well as strategies or support to analyse the feedback
- Provide coaching or mentoring on a consistent basis
- Support teachers to critique their use of teaching strategies depending on context, content and evidence
- Support staff to develop and facilitate professional learning that aligns with both the school improvement plan and identified challenges for student learning.

Achievements

We improved student achievement in Number in 2025 through the following strategies:

- Whole school professional learning with Dr Ange Rogers in understanding number fluency
- Implementation of the Number Fluency Program (Dr Ange Rogers) across F-6 from mid year to address issues around gaps in students' foundational number knowledge
- Consistent use of checking for understanding such as using white boards, cold calling and hinge questions and partner talk/pair-share.

We improved student achievement in Reading in 2025 through the following strategies:

- Explicit teaching of phonemic awareness and phonics knowledge in Yrs P - 1
- Teacher training in a Structured Synthetic Phonics Program. The program that was chosen was the University of Florida Literacy Institute (UFLI) program
- Implementation of the UFLI program commenced in JLC (Years P-1)
- Continued implementation of professional learning through PLCs to deepen teacher understanding of phonemic awareness and phonics knowledge.

We improved student achievement in Reading through more consistent school wide teaching of reading comprehension strategies in Yrs 2 - 6 in 2025 supported by the following strategies:

- Professional learning for teachers in strategies for reading comprehension including reciprocal reading and literature circles
- Peer observation by teachers of these strategies in practice
- Leadership support for the planning and implementation of these practices in weekly planning.

We improved students' readiness for learning in 2025 through promoting wellbeing and safety in the school environment using the following strategies:

- Whole school professional learning with the Refugee Education Support Program
- Whole school professional learning with Saints Knowledge Institute in Trauma Informed Practice

We built on staff understanding and capacity to use assessment for continuous learning growth in 2025 through the following strategies:

- Continued to review and refine our assessment schedule
- Prioritised regular PLC meetings to analyse data resulting from the revised assessment schedule and applied our insights to whole class, small group and individual learners.

We continued to build the framework for a culture of professional growth in 2025 through the following strategies:

- Weekly PLC meetings focused on reflecting on practice, building professional knowledge and implementing new initiatives, particularly in literacy and numeracy
- All classroom teaching staff attended Melbourne Archdiocese Catholic Schools Flourishing Learners Conference.

We continued to provide teachers with opportunities to receive feedback on classroom practice in 2025 through the following strategies:

- Providing opportunities to observe colleagues implementing the Number Fluency Program
- Providing opportunities to be observed by colleagues and receive feedback about the implementation of the Number Fluency Program.

Other achievements include:

- Further developing practices in tracking the learning of refugee, newly arrived and EAL students using the EAL Reporting Tool
- Reviewing and revising practices in collecting socio linguistic data for refugee and newly arrived students
- Delivering learning support to refugee and newly arrived students
- Developing a common list of learning dispositions that are highly valued at Mother of God formed with support of Ron Richart (Harvard Project Zero)
- Prioritising one staff meeting per term to support staff to develop confidence and competence in teaching Aboriginal and Torres Strait Islander histories and cultures across the curriculum.

Student Learning Outcomes

School based assessments:

Mother of God School conducts Progressive Achievement Testing (PAT) in Reading and Maths. These are standardised tests which the school uses to track and monitor students to ensure they are making adequate progress and that programs are achieving the intended goals in improving student learning.

The following is a summary of Growth Data from the end of 2024 to the end of 2025 in

Reading:

Year 1-2

School Growth 9.98

National Growth 10.53

Growth difference - 0.55

Year 2-3

School Growth 12.9

National Growth 9.7

Growth difference +3.2

Year 3-4

School Growth 1.89

National Growth 7.24

Growth difference -5.34

Year 4-5

School Growth -0.51

National Growth 5.51

Growth difference - 6.02

Year 5-6

School Growth 0.14

National Growth 3.62

Growth difference -3.48

There is variation in the growth data for Mother of God school in Reading.

Recommendation for 2026: Implement the MACS Vision for Instruction in Reading. Implement a structured synthetic phonics program across F-3. Strengthen teacher knowledge and practice of phonics and word knowledge in Yr 4-6

The following is a summary of Growth Data from the end of 2024 to the end of 2025 in

Mathematics:

Year 1-2

School Growth 14.15

National Growth 15.47

Growth difference -1.32

Year 2-3

School Growth 11.78

National Growth 12.31

Growth difference -0.53

Year 3-4

School Growth 3.72

National Growth 8.74

Growth difference -4.92

Year 4-5

School Growth 4.06

National Growth 5.81

Growth difference - 1.75

Year 5-6

School Growth 0.22

National Growth 3.11

Growth difference -3.33

There is variation in the growth data for Mother of God school in Mathematics. However there is a general upward trend in the growth data.

Recommendation: That Maths continues to be an area of focus for development and professional learning for staff at Mother of God School. Continuation of implementation of the Number Fluency Program to strengthen student automaticity with maths facts. In depth professional learning for teachers about learning and teaching of Place Value.

Improvement in Mathematics is a priority area for Mother of God and all of MACS schools in 2025 and beyond.

Students who are identified as requiring additional support in learning are prioritised for tier 2 and 3 interventions in literacy, numeracy and social and emotional learning support.

NAPLAN 2025

The following is a summary of the student learning outcomes in NAPLAN in 2025:

Percentage of students at or above minimum standard for Year 3:

Reading 61.54%

Writing 69.2%

Grammar and Punctuation 61.54%

Spelling 46.18%

Numeracy 69.23%

Percentage of students at or above minimum standard for Year 5:

Reading 69.23%

Writing 53.84%

Grammar and Punctuation 61.54%

Spelling 61.54%

Numeracy 53.84%

Grammar & Punctuation Year 3:

Mother of God school Year 3 students' school mean score of 408.4 was above the National and state mean score. This is an improvement from 2024

Grammar and Punctuation Year 5:

Mother of God school Year Yr 5 students' school mean score of 490.08 was slightly below the National and state mean scores of 497 and 507 respectively.

Numeracy Year 3:

Mother of God school Year 3 students' school mean score of 400.92 was slightly below the National mean of 405.3 and a little further below state mean of 418.1

Numeracy Year 5:

Mother of God school Year 5 students' school mean score of 467 was below the National and state mean scores of 491.8 and 502.7 respectively.

Reading Year 3:

Mother of God school Year 3 students' school mean score of 399.31 was slightly lower than the National mean of 405.3 and lower than the state mean of 418.1

Reading Year 5:

Mother of God school Year 5 students' school mean score of 500.4 was above the National mean of 491.8 and very close to the state mean of 502.7

Spelling Year 3:

Mother of God school Year 3 students' school mean score of 397.38 was below the National and state mean.

Spelling Year 5:

Mother of God school Year 5 students' school mean score of 488.23 was slightly above the National mean and slightly below the State mean.

Writing Year 3:

Mother of God school Year 3 students' school mean score of 409.62 was slightly below the national mean and below the state mean.

Writing Year 5:

Mother of God school Year 5 students' school mean score of 450.92 was below the national mean of 479.6 and well below the state mean of 494.

Improvements have been in Yr 3 and 5 Grammar and Punctuation. Numeracy continues to be an area for improvement.

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	437	62%	424	61%
	Year 5	490	62%	488	62%
Numeracy	Year 3	401	69%	396	60%
	Year 5	468	54%	470	62%
Reading	Year 3	399	62%	408	70%
	Year 5	501	69%	496	73%
Spelling	Year 3	397	46%	404	59%
	Year 5	488	62%	483	66%
Writing	Year 3	409	69%	421	79%
	Year 5	451	54%	472	69%

*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

Over the four years 2023 - 2026, we aim to co-create the conditions to enable challenging learning for all. We will achieve this through building understanding and capacity of all to use assessment for continuous learning growth and by designing a renewed framework for a culture for professional growth.

In 2025, Mother of God School continued to strengthen whole-school practices that support students' readiness for learning through a focus on well being, safety and engagement. This work aligned with our Annual Action Plan Goal 4, which aimed to improve students' readiness for learning through strategies that promote well being and safety in the school environment.

Achievements

A key focus in 2025 was the continued delivery of weekly Social and Emotional Learning (SEL) lessons for all students through The Resilience Project. These sessions built students' capacity in emotional literacy, gratitude, empathy, mindfulness and connection. This consistent, whole-school approach supported students to develop the skills needed to engage positively in learning and strengthen relationships within the school community. SEL lessons also supported the development of a common language around emotions, regulation and respectful relationships across the school. Students were provided with regular opportunities to reflect on their wellbeing, practise social problem-solving skills and strengthen their capacity to manage challenges in both classroom and playground settings.

In 2025, the school strengthened its commitment to trauma-informed practice across all classrooms, with a focus on how this approach informs and enhances teaching and learning. Staff participated in professional learning facilitated by the Saints Knowledge Institute, deepening their understanding of trauma-informed principles and their application within a school context. This learning supported staff to further develop safe, predictable and reliable learning environments, strengthen positive relationships and implement consistent, regulation-informed strategies that respond to student needs. Through this work, trauma-informed approaches are increasingly embedded in classroom practice, contributing to improved student wellbeing, engagement and readiness for learning. This work was further strengthened through the school's second year of participation in the Refugee Education Support Program facilitated by Foundation House, supporting the development of more

inclusive and culturally responsive practices that enhance student engagement and sense of belonging.

The Mental Health in Primary Schools (MHIPS) initiative continued to strengthen the school's whole-school approach to wellbeing and mental health. Through the Mental Health and Wellbeing Leader role, staff were supported to build their capacity in identifying and responding to student wellbeing needs, implementing proactive support strategies and strengthening referral pathways for students requiring additional support. This work contributed to greater consistency in wellbeing practices across the school and supported students to feel increasingly safe, supported and ready to engage in learning. The MHIPS initiative also supported stronger collaboration between staff, families and external agencies to ensure students requiring additional wellbeing support were identified early and provided with appropriate intervention and support pathways.

Positive Behaviour for Learning approaches continued to be embedded across the school, with a clear and consistent focus on school expectations and restorative practices. This contributed to improved student behaviour and a reduction in behavioural incidents, supporting a more positive and productive learning environment. Consistent behaviour expectations and recognition systems across classrooms and yard spaces supported students to better understand positive learning behaviours and contributed to a more respectful and inclusive school culture.

Student voice and leadership opportunities were expanded through a range of leadership roles, enabling students to contribute to decision-making and take active responsibility within the school community. These structures strengthened student connection, belonging and engagement with school life. School Captains also participated in the Dynamic Young Citizens Program facilitated by Brimbank City Council. This experience provided students with opportunities to develop leadership skills, explore community wellbeing initiatives and strengthen their understanding of student voice and civic participation.

Targeted supports were provided for students requiring additional assistance to engage successfully in social and learning environments. Personalised approaches, including play-based support strategies and collaboration between wellbeing and learning diversity staff ensured that students were supported to participate more fully in school life. Individualised support strategies assisted students to develop social confidence, strengthen peer relationships and improve emotional regulation skills within both classroom and playground settings. Regular communication between staff and families further supported a coordinated approach to student wellbeing and engagement.

Value Added

Through a consistent whole-school focus on social and emotional learning, trauma-informed practice and positive behaviour approaches, the school strengthened the conditions for learning across all year levels. Students were supported to develop greater emotional awareness, build positive relationships and engage more confidently in learning and social environments.

Targeted wellbeing supports including social skills programs, lunchtime clubs, Zones of Regulation strategies and restorative practices further supported student engagement, emotional regulation and positive peer interactions. These approaches provided students with opportunities to build connection, develop social confidence and strengthen their sense of belonging within the school community.

Additional wellbeing initiatives including Breakfast Club, telehealth counselling opportunities and regular celebrations of student learning further strengthened students' sense of connection and belonging within the school community.

In 2025, the school also benefited from the support of a full-time social work student placement across eight months. This additional support enhanced the school's capacity to provide targeted wellbeing support for students and families, strengthen student engagement initiatives and further build connections between home and school.

A continued focus on inclusive practices and coordinated wellbeing support ensured that students requiring additional assistance were supported to participate fully in school life. Opportunities for students to connect through clubs, leadership initiatives, social skills programs and whole-school wellbeing practices contributed to a stronger sense of community and belonging across the school. Collectively, these approaches contributed to a more consistent, supportive and engaging learning environment where students feel safe, connected and ready to learn.

Student Satisfaction

MACSSIS 2025 data indicates that students at Mother of God feel safe at school (61%) and have a strong sense of belonging (72%) to the school community. Students are positive about their relationships with their teachers (67%) and report that the school has rigorous expectations (73%).

While student perception of access to and support from staff members who help them to feel connected and respected while at school was lower in 2025 (52%) and student engagement in learning was at 52%, the data still suggests that most students are positive about their

school experience (overall 69% positive endorsement) and that the area of student engagement remains strong. The anomalies in the data will be investigated as part of our planning for future strategies in this area.

Student Attendance

Attendance is accurately recorded by classroom teachers twice each day using the Syn Web platform.

When a child is absent from school, an explanation is recorded by the teacher at the time of taking the roll if the explanation has already been provided by parents. If the absence is unexplained, administration staff access the roll at a later time to record the explanation. This is always done on the same day as the absence occurs.

If a child is absent from school without explanation, the family is contacted on the day of the absence by the classroom teacher or support staff in the first instance. If efforts to contact the family have been unsuccessful, this is followed up by Leadership. If there have been two or more unsuccessful attempts to contact the family, or the child is absent without explanation for more than 2 consecutive days, Leadership will continue to attempt contact. If these efforts are unsuccessful, an unsolicited home visit is organised.

Parents are advised regularly of the requirement to contact the classroom teacher or to call the office to let relevant staff know if their child will be absent and the reason for their absence.

Average Student Attendance Rate by Year Level	
Y01	89.97
Y02	87.66
Y03	92.07
Y04	89.13
Y05	94.9
Y06	91.52
Overall average attendance	90.88

Leadership

Goals & Intended Outcomes

Over the four years 2023 - 2026, we aim to co-create the conditions to enable challenging learning for all. We will achieve this through building understanding and capacity of all to use assessment for continuous learning growth and by designing a renewed framework for a culture for professional growth.

In the area of Leadership and Management in 2025 we aimed to:

Continue implementing changes to Learning and Teaching to adopt evidence based pedagogies and strategies aligned with the MACS Vision for Instruction. In order to achieve this we developed an Annual Action Plan for 2025 that was more sharply focused on student learning and achievement.

The Goals of our Annual Action Plan (AAP) in 2025 were:

- To improve student achievement in Number, through explicit daily focus on accuracy, fluency and automaticity
- To improve student achievement in Reading through more explicit teaching of phonemic awareness and phonics knowledge in Yrs P - 1
- To improve student achievement in Reading through more consistent school wide teaching of reading comprehension strategies in Yrs 2 - 6
- To improve students' readiness for learning through strategies that promote wellbeing and safety in the school environment.

Achievements

Our first major focus in 2025 was on improving the teaching of mathematics. Our improvement strategy was focused on improving student achievement in Number, through explicit and personalised daily focus on accuracy, fluency and automaticity. We worked with Dr Ange Rogers to implement the evidence based program that she has developed, The Number Fluency Program (NFP). This program involves daily practice of the skills involved in building number knowledge and fluency within five 'threads'; subitising, part-part-whole, place value, additive thinking and multiplicative thinking. Each thread consists of 20 skills which students practice until they are, not only accurate, but fluent. Each student is assessed to determine their starting point and works through the program at their own pace and skill level to build fluency within each skill.

The implementation of the program was carefully planned and involved the following steps:

- Building staff knowledge of the program through school led PL and further PL with Dr Ange Rogers
- Education support staff assisting with the preparation of all the resources for the implementation of the NFP
- Supporting classroom teachers to assess starting points for each students and develop routines for the delivery of daily NFP sessions
- Regular check-ins and monitoring for consistency of implementation from classroom to classroom.

A second major focus in 2025 was on reviewing the teaching of Reading to align with the MACS Vision for instruction and evidence based instruction models in Reading. We focused on:

- Explicit teaching of phonemic awareness and phonics knowledge in Yrs P - 1
- Teacher training in a Structured Synthetic Phonics Program. The program that was chosen was the University of Florida Literacy Institute (UFLI) program. Foundation to Year 3 teachers and some support staff were trained
- Implementation of the UFLI program commenced in JLC (Years P-1)
- Implementation of professional learning through PLCs to deepen teacher understanding of phonemic awareness and phonics knowledge
- Building capacity of teachers to collect and analyse data as directed by the whole school assessment schedule and to use the information gained to plan next steps in student learning
- Improving student achievement in Reading through more consistent school wide teaching of reading comprehension strategies in Yrs 2 - 6.

A third major focus was to improve students' readiness for learning through strategies that promote well being and safety in the classroom and whole school environment. We undertook to build consistent whole school practices in trauma informed pedagogy through professional learning delivered by Saints Knowledge Institute. Part A of this program was delivered in 2025 and part B will be delivered in early 2026. This program led us to develop whole school strategies and practices that support students to feel safer and more ready to learn at school.

In addition to the above improvement strategies and after the completion of the MACS Intervention Framework in 2023 and 2024 we:

- Reviewed our MOGS assessment schedule (Tier 1) to ensure we were collecting data that matched the new programs we were delivering in Reading and Mathematics to ensure a comprehensive understanding of student achievement.

- Reviewed our intervention models opting to transition from having Intervention Specialists in Reading and Maths delivering intervention according to a 1:1 'pull out' model to a more responsive 'in class' Tier 2 intervention model. In 2025 we began by training classroom support staff in UFLI. It is planned that, with the direction of the Learning and Teaching Leader and Learning Diversity Leader, support staff will deliver programmed tier 2 interventions within the classroom in 2026.

The School Leadership team continued to work collaboratively to plan staff professional learning aligned with our AAP goals. This was achieved through careful planning of weekly PLC meetings, supporting implementation of agreed programs and processes in classrooms, collecting feedback and assessment data. School leaders met weekly to plan and monitor the above work and to ensure that staff had the appropriate knowledge and direction to implement programs and processes to improve student outcomes.

Expenditure And Teacher Participation in Professional Learning	
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List Professional Learning undertaken in 2025	
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In 2025 PL programs have included:

Training through SPELD in Structured Synthetic Phonics Program from the University of Florida Literacy Institute (UFLI) for all of our teachers and some education support staff from Foundation to Year 3.

School Closure day facilitated by Dr Ange Rogers to support the implementation of the Number Fluency Program and deepen staff pedagogical content knowledge in teaching Number.

Classroom teaching staff and Leadership team attended MACS Flourishing Learners Conference across 2 days.

School closure day for all staff facilitated by Anne Henderson, an internationally recognised expert specialising in the impact of family engagement on student success.

Completion of the second year of the Refugee Education Support Program (RESP) facilitated by Foundation House and the Centre for Multicultural Youth deepened our knowledge and understanding of the needs of refugee and refugee like families.

Belma Salkovic, Learning Partner in English as an Additional Language (EAL) worked with the Learning and Teaching Leader and EAL Specialist teacher to review and revise practices in collecting socio-linguistic data for refugee and newly arrived students. We were able to further develop practices in tracking the learning of refugee, newly arrived and EAL students using the EAL Reporting Tool.

School leaders participated in 4 MACS Flourishing Learners Network meetings across the year.

Learning and Teaching Leader participated in MACS Western Region Maths, Literacy and RE networks.

Number of teachers who participated in PL in 2025

11

Expenditure And Teacher Participation in Professional Learning	
Average expenditure per teacher for PL	\$1581.00

Teacher Satisfaction

MACSSIS data from the staff survey indicates that both teachers and other staff feel positive about their relationship with the school leadership team (90%). They feel psychologically safe to take risks and make mistakes (77%) and there is a high level of confidence in collective efficacy (89%) to improve learning and teaching. The teachers view the Principal as a faith leader (80%) in the area of Catholic identity in the life of the school.

Areas for improvement and future growth are the amount and quality of the feedback that teaching staff receive (52%) and how well teachers work together in teams to improve teaching and learning (58%).

Teacher Qualifications	
Doctorate	1
Masters	5
Graduate	4
Graduate Certificate	2
Bachelor Degree	10
Advanced Diploma	4
No Qualifications Listed	5

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	20
Teaching Staff (FTE)	15.22
Non-Teaching Staff (Headcount)	16
Non-Teaching Staff (FTE)	9.95
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goals & Intended Outcomes

Over the four years 2023 - 2026, we aim to co-create the conditions to enable challenging learning for all. We will achieve this through building understanding and capacity of all to use assessment for continuous learning growth and by designing a renewed framework for a culture for professional growth.

In the area of School Community at Mother of God School (MoGS) we aspire to be an 'outward looking' school community that works in partnership in order to enhance student learning. Since the disruption of the Covid years of 2020/2021 we have been gradually returning to our ongoing commitment to adopting best practice from emerging and past research regarding the different ways of engaging our school community.

In 2025 we aimed to:

- Continue to develop staff understanding of the makeup of our school community and exploring the barriers to engaging parents
- Build authentic partnership opportunities for and with our parent community to connect to student learning and student wellbeing
- Continue to provide arenas for authentic parental voice and dialogue.
- Re-commence community conversation sessions on different topics in response to parent needs and share specific strategies for supporting their children's learning
- Build parent capacity to support student learning
- Offer Learning Walks across a variety of focus areas e.g. strategies to engage in learning, language of learning, how to achieve deep learning, capabilities, etc...

These goals were designed to maximise student engagement in learning experiences that equip them for the future. We have focused on providing opportunities for students to interact with professionals from a broad range of organisations and backgrounds that the students were unlikely to otherwise meet, including marine scientists, indigenous leaders, artists and others.

Achievements

We started 2025 with a popular favourite, Kaboom Sports. This event saw over 80% of our children and families attend an after school outdoor event with a combination of sports, dance and a shared meal. The shared meal was extra special this year as we asked the parents to cater by bringing a dish that represented their culture. Collectively they brought an incredible range of different foods representing the many cultures that form our school. Eating well and an evening of conversation made a fantastic start to the year and set the foundation for a positive year of family partnership.

Home visits were again offered in Term 1. These were offered to all new families and established families who requested them. Popular throughout the year levels, this was taken up by the majority of the school's families. This unique experience has proved to be a real kick-start to the year for children and families as school staff visited children's homes building relationships and lasting insights between all participants. Families who did not opt for a home visit, had the opportunity to participate in a meeting at school.

We continued to use the Seesaw platform which was personalised for each year level. The platform has proved to be very engaging for students and accessible for families making clear connections to learning and an easily accessible way to communicate between teachers and families.

Learning Walks were provided to parents across Prep to Year 1 and an 'Open classroom' afternoon was made available to years 2 to 6. The focus of learning walks was on how parents and teachers can build on and enrich what is offered in the school or home environment. For Preps and Year 1 families we focused on how Reading and Literacy more broadly are taught at Mother of God School. The parents gathered after the learning walk and we unpacked what they saw in the classrooms and provided ideas for how parents can support home learning, especially in Reading. For years 2-6 during the open classroom session, students shared their Inquiry learning with their parents and their work in other learning areas, focussing particularly on work that the students were proudest of.

Our practice of all staff coming out to the pick up area with their classes at the end of the school day continued in 2025. This provides opportunities for parents to touch base with educators on a daily basis. This practice is complemented by other ways of maintaining regular contact with parents including phone calls, Seesaw posts, newsletter articles, student awards and 3 way chats.

To better understand and relate more effectively to our families we had all the staff spend a day learning with Anne Henderson, a world renowned leader and author from the US on family-school-community partnerships. Anne was visiting Australia and gave us a day of her time to spend with staff within the school as well as a masterclass for senior staff.

We continued to build children's rich learning through community engagement and partnership in the following ways:

- We successfully gained approximately \$16 000 of funding through grants and partnerships to enable us to participate in a range of activities that we would otherwise have not been able to do. Examples of this are Planting along Kororoit Creek and monitoring the water with Brimbank Council and Nature West.
- A Council grant enabled our Year 6 students to participate in a Primary to Secondary School Transition program. Students met with peers from our two partner schools and representatives from 5 feeder secondary schools. They learnt about what secondary school would be like as well as developed connections and practiced social skills with new peers that they would be with in the following year.
- We participated in a series of events led by Brimbank Council. This included the Dynamic Young Citizens Leadership Program. This program is targeted at Year 6 students from 6 local primary schools. It is aimed at supporting the development of leadership and advocacy skills in students.
- MoGS participated in the National Resilient Youth Survey, which measures the mental health of young people and enables comparison to students' responses across Australia. This data is very helpful at a school level in helping to identify students' mental health needs.
- In 2025 we continued with the garden playgroup for preschoolers. This free program consists of outdoor garden activities led by our MoGS garden educator, some indoor play opportunities and senior students reading a children's book to the pre-schoolers that is then connected to the garden activity.
- The school garden had another productive year with our educator Joanna from Cultivating Communities leading the way. The chickens enjoyed lots of attention from the students, the garden beds flourished, and students grew and harvested produce as well as cooking and developing a deeper understanding of nature's processes. This was delivered by Joanna Temme in both outdoor and indoor learning spaces, where her horticultural and teaching background enabled her to design a program for all year levels. This could not have been achieved without the generous support of our partners which included parents who watered and cared for the garden after hours, CERES, Bunnings and Brimbank Council for donations.
- Our Parish and community volunteers delivered the Helping One Student To Succeed (HOSTS) program. This weekly program helps children develop a love of reading. They learn with parishioners / volunteers and they receive free picture story books at

the end of the year. We are proud of this program because it helps students to build trusting relationships with older people who teach them to love reading and help them to gain confidence and increase their self-esteem.

This range of work has been achieved through employing our Family School Partnership Leader, Greg Woolford, in partnership with St Theresa's, Albion and Our Lady's Primary School, Sunshine. This role has been integral in working with staff and designing our very successful school community connections.

Parent Satisfaction

Parents reported high levels of satisfaction through MACSSIS 2025.

School climate (93%) and school fit (87%) suggests that parents feel that Mother of God School provides a good social and learning environment for their children. They feel that the school is a safe place (83%) and appreciate the timeliness, frequency, and quality of communication (81%)

between the school and families.

The school appreciates that family engagement (57%) enhances learning and will continue to develop authentic opportunities for parents to access and share experiences with their children.

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.mogardeer.catholic.edu.au