

2025

Annual Report to the School Community



St Mary's College Melbourne

11 Westbury Street, ST KILDA EAST 3183

Principal: Darren Atkinson

Web: www.stmaryscollege.vic.edu.au

Registration: 26, E Number: E1006

Principal's Attestation

I, Darren Atkinson, attest that St Mary's College Melbourne is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2025 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 31 March 2026

About this report

St Mary's College Melbourne 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

Edmund Rice Education Australia Victorian Schools Limited (EREA VSL) is the proprietor of six Victorian schools, currently serving over 8800 young people across eighteen sites. 2025 has been a year of transformation and growth across each of our school communities. Our shared commitment has been to ensure that the charism of Blessed Edmund Rice is not merely spoken of, but visibly felt in the daily rhythms, relationships, and actions of every school community.

In 2025, we led the development of a values-led roadmap to strengthen our collective action in faithfulness and transformation. Inspired by our touchstones: Liberating Education; Gospel Spirituality; Inclusive Community; and Justice and Solidarity, we have collaborated across our network to shape our vision for 2030. This strategy — developed through deep engagement with leaders, staff, students, and communities across our network — charts a clear course for the next chapter of Edmund Rice education in Victoria. It is organised around three interdependent pillars: Living the Charter through Practice; Aligning Local Identity and Network Strategy; and Stewarding Leadership at Every Level.

We have begun embedding Charter-aligned practices more intentionally across classrooms, leadership, and operations — creating shared language and tools so that justice, Gospel spirituality, and care for the whole person shape what we do, not just what we say. Central to this work is honouring our responsibility to walk with First Nations communities in truth-telling, mutual respect, and healing.

By celebrating the distinctive identity and community connection of each school, we strengthen the coherence and collaboration that allow us to act as a values-aligned network. We continue to support inclusive, locally responsive educational models while investing in shared approaches and improvement strategies that serve every student.

A central priority for EREA VSL is the provision of high-quality education within a safe, supportive and well-governed environment. Robust governance frameworks and effective leadership structures continue to promote student safety, wellbeing, engagement and learning. EREA VSL remains diligent in meeting all relevant legislative, regulatory and poli obligations, particularly those relating to child safety, wellbeing and sound financial management.

Our communities of practice support our leaders across schools to learn with and from one another. I acknowledge with gratitude the dedication and professionalism of our Principals, Leadership Teams, and School Advisory Councils and the ongoing support of our families and the wider community.

Educating young people is a co-responsible task — one shared by every member of each school community. As we look toward 2030, we do so with clear purpose, deep faith, and confidence in the people who bring this strategy to life each day.

Yours sincerely,

Jacqueline Wilton

Chief Executive Officer

EREA Victorian Schools Ltd, Catholic Schools in the Edmund Rice Tradition

Vision and Mission

VISION

St Mary's College is an inclusive and liberating co-educational Catholic school in the Edmund Rice Tradition that aspires to excellence in learning, acting with compassion and justice and inspiring one another to shape a better world for all.

MISSION

As a faith-filled learning community in the Edmund Rice tradition, St Mary's College provides contemporary learning opportunities that aim to nurture and challenge all to grow to their full potential. The St Mary's College community is one of hope and joy, where all are welcome and supported. Inspired by the Gospels, we seek to act for justice and solidarity with open hearts and minds.

VALUES

Our values are expressed through the EREA Touchstones:

Liberating Education, ensures that every learner is empowered with the knowledge and skills to create a better future

Gospel Spirituality, we foster a faith-filled environment where students are encouraged to live with purpose and compassion

Inclusive Community, where all students feel a sense of belonging and are supported to thrive

Justice and Solidarity, drives us to act with integrity, stand up for others, and contribute meaningfully to the world

College Overview

As a Catholic school in the Edmund Rice tradition, St Mary's College is committed to the values expressed through the Touchstones of Edmund Rice Education Australia: Liberating Education, Gospel Spirituality, Inclusive Community, Justice and Solidarity. The Charism of Blessed Edmund Rice, expressed through these Touchstones, provides a foundational source of guidance for the College as we respond to the call, as Edmund did, to provide an environment in which young people can flourish.

A St Mary's College education seeks to educate the whole person. The social justice programs, pastoral, creative, sporting and academic pursuits, and the well-designed learning programs on offer are all tailored for the unique and differing needs of junior, middle and senior school students with varying abilities. Students are educated to be good people who can add value to the world they enter when they leave school. St Mary's College is a caring and supportive environment where every student has a place and a voice. We value a strong sense of belonging and our young people tell us that it is important to be at a school where they are known by their name.

2025 was a very important year in the short life of St Mary's College as it was our first year with all year levels as one community on the Westbury St site, known as the Edmund Rice Campus. The feedback from students, staff and the wider community was overwhelmingly positive about the shift in the strategic direction of the College, which included the decision to vacate the Presentation Campus. Our young people commented on the renewed spirit they found when all year levels shared a common space. The staff also experienced the benefits of closer proximity in terms of improved opportunities for collaboration and peer support. There is an intimacy on the Edmund Rice campus that lends itself to low travel times between classes and high visibility during breaks. Both features enhance implementation of the child safety standards. At the same time, the College has access to the expanse of Alma Oval and Alma Park, offering outstanding recreational space not often found in schools in the inner city.

Amongst many highlights of 2025 was the visit of students from our sister school in Osaka, Japan. It marked the first exchange between schools with a long history post COVID-19. Hosted by St Mary's College families, our visitors had a wonderful experience and grew enormously in their confidence during their stay. We hope to provide an opportunity for our students to visit Japan and our other sister school in Bologna, Italy in the foreseeable future.

Principal's Report

The story of St Mary's College in 2025 is one of consolidation, renewal, and deepening identity. As the College continued to strengthen its presence as a co-educational school on a single unified campus, the rhythms of learning, faith, and community life grew increasingly cohesive. The year unfolded against the backdrop of the EREA School Renewal process, which provided both affirmation and strategic insight into the College's culture, strengths, and next steps. The start of the year brought new staff into essential leadership and coordination roles, helping to anchor the College's systems of learning and wellbeing.

Identity and mission remained at the heart of the College's life. Early in the year, the Feast Day of Blessed Edmund Rice was celebrated alongside the annual Walkathon, an event that connected students to both the founder's story and the imperative of service. Students walked around Albert Park Lake before returning to school for a vibrant afternoon of music, activities, and student-led experiences. Later, staff participated in a Spirituality Day exploring the evolution of Religious Education in the Archdiocese of Melbourne.

The EREA School Renewal visit affirmed the College's welcoming relationships, safe and accepting environment, inclusive opportunities, and commitment to justice and solidarity. Staff and students alike described a culture grounded in respectful, open relationships that supported belonging and engagement. Enrolment trends reflected the competitive landscape and demographic patterns across Catholic education in our region. This prompted strengthened collaboration with local primary schools, deeper engagement with families, and more structured approaches to early intervention and transition.

Teaching and learning continued to develop through evidence-informed practice. The RAISE model framed the College's instructional focus, emphasising clarity and structured approaches to improve engagement. Professional learning supported consistency and alignment across classrooms. Student achievement data from 2024 highlighted strong tertiary placement rates and strong subject outcomes. Learning teams used these insights to shape interventions, feedback cycles, and support for senior students. NAPLAN data showed strengths in reading, writing, and spelling and identified grammar, punctuation, and numeracy as areas for continued focus.

Co-curricular life flourished. The College production, 'Mamma Mia!', was staged mid-year and showcased impressive creativity, confidence, and collaboration. The performing arts strengthened further through ensemble performances, a music camp, and participation in 'ACCent on Music'. Sporting partnerships continued to expand, including academies and programs connected to St Kilda AFL/AFLW, Melbourne United, and preliminary work with

Melbourne City Soccer Club, which signalled future opportunities for student participation and pathways.

Child safety remained central, supported by comprehensive staff training and ongoing monitoring. Wellbeing and inclusion shaped the culture of the school through assemblies, pastoral initiatives, and community events. The year also saw the renewal of international partnerships, including a visit from students from Japan for cultural and educational exchange.

Darren Atkinson
Principal
St Mary's College



Catholic Identity and Mission

Goals & Intended Outcomes

At St Mary's College, our primary goal continues to be the strengthening of our Catholic identity as an authentically Catholic school in the Edmund Rice tradition. We seek to bring this to life by engaging students in classroom encounters, rituals, sacramental celebrations, and a range of formative experiences that offer them faith, hope and love. Through these experiences, the charisms of Blessed Edmund Rice and St Mary become tangible influences on daily life within the College community, shaping the culture shared by students, staff and families.

Over the past period, we have worked to develop a clearer, shared understanding of what it means to be a Catholic school in a contemporary context. This has included refining how we celebrate and honour our traditions so that they remain relevant and meaningful. An important aspect of this work has been renewing our appreciation of our precinct story and founding narratives, ensuring that the richness of our Catholic identity remains central to who we are and how we operate.

Achievements

The Catholic identity of St Mary's College has been further strengthened through a wide range of intentional and carefully planned actions designed to nurture the faith life of our community. These initiatives help students deepen their relationship with God and provide opportunities for reflection, prayer, and engagement with the world around them.

Throughout the year, the College has continued to offer numerous opportunities for liturgical participation and faith formation. Significant moments included the Year 7 "Welcome to our Community" Mass at St Mary's Parish Church and the whole-college Opening Mass, which together set a prayerful tone for the year. Students continued their commitment to social outreach through fundraising efforts for Caritas Australia and Project Compassion, while our support for Inner West provided practical assistance for those experiencing need within the broader community.

The annual Social Justice Walkathon again served as an important expression of advocacy, prayer and action. Alongside year-level retreat programs, Term 2 fundraising activities, and the preparation of meals for Inner West, these experiences reinforced our students' understanding of justice as a lived expression of faith. The establishment of a Global Engagement Plan, supported by Edmund Rice Education Beyond Borders, signalled our intention to broaden our outlook and enhance opportunities for global solidarity. Students and staff also represented the College at the Archdiocesan St Patrick's Day Liturgy, and our

Reconciliation Assembly during Reconciliation Week provided an opportunity to reflect on our ongoing commitment to truth-telling and healing.

This year we continued to ground our practice in the EREA Touchstones, ensuring they remain active principles rather than passive traditions. We honoured our dual heritage by celebrating the 150th anniversary of the Presentation Sisters and by integrating a marble statue of Blessed Edmund Rice, generously donated by the Christian Brothers, into the College environment. Our commitment to justice remained at the heart of our identity, reflected in the more than \$10,000 raised during the Social Justice Walkathon and the development of our global action plan, Faith, a Force for Good.

Value Added

The College's Catholic identity has been further enriched through the ongoing use of sacred spaces such as the Edmund Rice Chapel and St Mary's Parish Church, which continue to serve as places of prayer, reflection and liturgy for students and staff. The year began with a combined Staff Mass with St Mary's Primary School, highlighting the unity of our Catholic precinct. Students also participated in parish community Masses, strengthening their connection to the wider church community.

Important community celebrations such as the Feast of Blessed Edmund Rice and the Year 12 Graduation Mass offered meaningful opportunities for prayer and thanksgiving. These rituals not only affirmed our faith tradition but also reinforced the sense of belonging that characterises life at St Mary's College.

In addition, the EREA Renewal Report recommended a review of our existing "Pillars" language to ensure full alignment with updated Charter definitions. This work will form a key part of the College's next phase of identity development and strategic formation.

Learning and Teaching

Goals & Intended Outcomes

At St Mary's College, our commitment to high-quality teaching and learning is grounded in the belief that every student deserves access to a challenging, engaging, and inclusive education. Through the continued development of our pedagogical framework - shaped by Liberating Practice and informed by high-impact strategies - we aim to deliver learning that is responsive, differentiated, and aligned to high expectations for all. We recognise that success takes many forms, and we strive to support every learner in achieving excellence through personalised pathways, whether academic, applied, or vocational. Our staff are dedicated to ensuring that teaching is purposeful and student growth is visible, with strong structures in place for feedback, reflection, and continuous improvement. This year, we continued to strengthen our focus on explicit instruction, targeted support, and expanded curriculum opportunities that affirm the dignity and potential of every student.

Achievements

In 2025, St Mary's College continued to strengthen its learning and teaching program through a broad and inclusive range of curriculum offerings. Students engaged with a rich array of elective choices across disciplines, including strong representation in STEM subjects, as well as opportunities to accelerate in Years 10 and 11 across multiple subject areas. A significant achievement this year was the development of the College's learning and teaching model, RAISE - a vision grounded in the principles of Liberating Practice and underpinned by research-informed approaches to explicit instruction. This framework has guided the initiation of Professional Learning Communities (PLCs), led by middle leaders, to support targeted, subject-specific interventions that empower staff while aligning with the broader College goals. Student learning has also been enriched through the meaningful integration of technological tools into pedagogy and curriculum, including the development of more intentional approaches to using Artificial Intelligence to support both teaching and student outcomes. The College also celebrated a strong record of post-school destinations, with students receiving offers across a broad spectrum of university programs, TAFE pathways, and direct entry into the workforce, reflecting our commitment to successful and personalised pathways for every learner. The use of learning data continues to inform classroom practice and school improvement, with NAPLAN and PAT data providing valuable insights into student progress. A high proportion of students in each cohort achieved results that exceeded national benchmarks, particularly in literacy and numeracy, demonstrating the impact of our differentiated, high-expectation approach to learning.

Student Learning Outcomes

As we reflect on 2025, our NAPLAN results offer a clear picture of both achievement and growth across St Mary's College. Our students continue to perform above national averages in every domain, and over the past three years, their growth has exceeded that of schools with similar profiles in Reading and Writing.

Our Year 7 cohort achieved strong results, with Writing at a median of 586 (60.9% Strong, 21.7% Exceeding) and Numeracy at 575 (62.3% Strong, 21.7% Exceeding), supported by a 99% completion rate and positive attitude to testing by all students.

Year 9 results demonstrate the growth of our students over their first two years at the college: Reading at 602, Writing leading with 627 (35.9% Exceeding), and Spelling (591), Numeracy (589), and Grammar & Punctuation (570) all showing a clear majority of students in the top bands. We are proud of the evidence growth across all tests at Year 9 level since 2023 and affirmed as staff.

Across all domains, the results tell a consistent story: St Mary's students are improving year on year, reflecting the hard work of students, the professionalism and care of teachers, and the ongoing refinement of programs to meet the needs of every learner.



NAPLAN - Proportion of students meeting the proficient standards					
Domain	2025 (current year)			2-Year Average	
	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	550	69%	553	72%
	Year 9	577	68%	561	59%
Numeracy	Year 7	570	85%	566	81%
	Year 9	587	73%	573	70%
Reading	Year 7	550	78%	560	82%
	Year 9	598	83%	581	77%
Spelling	Year 7	551	81%	548	76%
	Year 9	589	85%	579	86%
Writing	Year 7	577	84%	564	81%
	Year 9	618	86%	604	82%

*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.

Senior Secondary Outcomes	
VCE Median Score	29%
VCE Completion Rate	96.20%
VCE VM Completion Rate	100%
VPC Completion Rate	*

*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Post-School Destinations as at 2025	
Tertiary Study	[ASR_PostSchoolDestinations.tertiary]
TAFE / VET	[ASR_PostSchoolDestinations.tafevet]
Apprenticeship / Traineeship	[ASR_PostSchoolDestinations.apprenticeship]
Deferred	[ASR_PostSchoolDestinations.deferred]
Employment	[ASR_PostSchoolDestinations.employment]
Other - The category of Other includes both students Looking for Work and those classed as Other	[ASR_PostSchoolDestinations.other]



Student Wellbeing

Goals & Intended Outcomes

At St Mary's College, our focus is on ensuring that all students feel safe, respected, and that they truly belong. We prioritise building meaningful relationships so that every student feels known, which strengthens their sense of belonging and supports their wellbeing and success.

We continue to embed restorative practices and Respectful Relationships across all year levels to create a caring and inclusive culture. Wellbeing data is used in a meaningful way to identify and respond to students' social, emotional, and behavioural needs early. We are also committed to providing students with genuine opportunities to share their voice and take on leadership roles.

In addition, we aim to ensure all spaces across the College are welcoming, safe, and support connection. The ongoing development of the Pastoral Care Teacher role remains a key priority, helping to clarify expectations and strengthen support for students.

Achievements

The College has continued to strengthen student leadership through the ongoing implementation of Class Captains from Years 7–12, supporting participation in the Student Voice Committee. Uniform standards have improved across the College, with expectations clearly communicated to families and consistently monitored by Pastoral Care Leaders and Pastoral Care Teachers.

Work has also continued on reviewing and updating house names, with students actively contributing to shaping the new identity. The Bronze, Silver, and Gold commendation badges have remained an important way of recognising student effort and contribution. In addition, the introduction of the House Leader role has supported the development of house spirit and increased student engagement in College activities.

Value Added

A number of events have further strengthened student connection and engagement across the

College. The Year 7 Mentor Evening provided an important opportunity to build relationships early. The End of Year Music Concert and Art and Design Exhibition showcased student talent and creativity. The College also recognised and celebrated key events including

IDAHOBIT Day, supporting the LGBTQIA+ community, International Women's Day, and R U OK? Day, all of which contributed to promoting inclusion, awareness, and wellbeing.

Student Satisfaction

Students were surveyed as part of the School Renewal Process, and many were interviewed by the review panel. The Renewal Report suggests strong levels of student satisfaction. This is reflected in the increased uptake of co-curricular opportunities, a noticeable rise in student engagement across all year levels, and a growing interest in student leadership roles - symbolic of a strengthened sense of student voice and agency within the school.

Students consistently describe St Mary's College as a safe, welcoming and inclusive community, noting that they feel known, accepted and listened to by their teachers. Survey data shows that students overwhelmingly feel safe (88%), accepted (88%), and personally known by staff (89%), with focus groups reinforcing a strong sense of belonging and respect among peers and teachers. Students particularly value the small school environment, which allows them to build close relationships and receive personalised support during transitions and daily learning.

In teaching and learning, students express high satisfaction with the quality of instruction and classroom engagement. They describe their teachers as helpful, encouraging, knowledgeable and enthusiastic, with over 90% of students affirming these qualities. Lessons are seen as challenging (89%), varied, and engaging, incorporating questioning, scenarios, group work, hands-on tasks and the effective use of technology. Students appreciate that learning is active, practical, and supported by clear guidance, feedback and opportunities for reflection.

Students also report strong satisfaction with the school's inclusive culture and opportunities. More than 90% feel they can participate fully in school activities, contribute to events, and learn from their mistakes. They note that the school provides diverse pathways and co-curricular options, and that student voice is genuinely valued in shaping school life. This sense of inclusion extends to appreciation of cultural and faith diversity, with students recognising that Gospel values are lived out daily in interactions across the College.

In the area of justice and solidarity, students report feeling supported when needed and treated fairly. Many highlight the school's commitment to recognising Aboriginal and Torres Strait Islander peoples (87%), caring for the environment (85%), and encouraging a

hope-filled outlook. Students also express pride in participating in social justice activities, such as service learning and community outreach, which deepen their sense of responsibility and connection to others.

Overall, the data presents a picture of a student body that feels respected, challenged, supported and proud to be part of St Mary’s College.

Student Attendance

- The school has in place a twice daily SMS process for following up students’ absences with parents / guardians.
- Parents / guardians phone the school to record their child’s absence. The class roll is marked in every period of the day, including morning homeroom. Students are therefore, marked for attendance 6 times per day. The period-by-period attendance of a student is easily accessible in the form of a report through SIMON for any student at any time.
- Student reception is responsible for managing late and absent students. The year level Pastoral Leaders monitor attendance and lateness and issue consequences when patterns of noncompliance arise.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	118.46

Average Student Attendance Rate by Year Level	
Y07	86.21
Y08	87.15
Y09	81.81
Y10	76.52
Overall average attendance	82.92

Leadership

Goals & Intended Outcomes

An important leadership goal for 2025 was to create opportunities for cross year level interactions to enhance the 2024 goal of further establishing the identity of St Mary's College as a unified school on one campus. There were many opportunities for this to occur, such as bringing students together for focus group activities, sporting activities, leadership development, lunchtime clubs and artistic activities. It was clear throughout the year that every student in the school with a particular passion was nurtured to develop and display their skills.

Communicating our activities and achievements publicly and presenting the school to the community through various social media platforms has also developed throughout 2025. This included the employment of Blue Boat marketing as well as internally produced content.

The Leadership Team worked throughout 2025 to initiate a whole school commitment to embedding the RAISE learning model in all aspects of school life. This included staff professional learning, the ARM process, lesson structure and visual displays of learning and teaching in classrooms.

Achievements

- 2025 – the first full year for St Mary's College consolidated on one campus.
- Embedding the RAISE learning and teaching framework as part of the identity of St Mary's - posters around the school and copies of the framework used in marketing and enrolment processes.
- Year 11 mentoring program with Year 7 students through the Pastoral Program.
- Student Voice Committee attended by the Year 7 – 11 class captains.
- Social Justice Group meetings each week, involving a small, committed team of the Year 12 Vice Captains, Director of Identity and students in all other year levels.
- Continued engagement / partnership with LaTrobe University as they complete a research project on St Mary's College becoming co-educational following a long history as a boy's school.
- "Mamma Mia" musical was held onsite
- Providing the music for the Caulfield RSL ANZAC Day service.
- Roughly 100 students enrolled in instrumental music tuition.

- Continued development and embedding of our behaviour formation framework, whereby a shared language around restorative practices and expectations is now agreed practice.
- Annual social justice walkathon – including a fundraising effort for Edmund Rice Education Beyond Borders and local charities – conducted in conjunction with Edmund Rice Feast Day.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
<p>In 2025, St Mary’s College continued to invest strategically in professional learning to strengthen teaching practice, leadership capacity, and student outcomes across a range of curriculum and pastoral priorities. Professional development included discipline-specific conferences and workshops in Mathematics, Commerce, Design and Technology, Home Economics, English, Legal Studies, and Digital Technologies, with staff participating in key forums such as the VCE Melbourne Conference, Comview Conference, HOMEEC conferences, and specialised PD in pseudocode, biomechanics, and Fusion 360. Targeted wellbeing and inclusion learning was supported through professional development focused on ADHD, youth mental health, and trauma-informed practice, alongside First Aid and CPR certification to support student safety. Staff also engaged in faith- and identity-based formation through Edmund Rice Education Australia programs, spiritual direction, and Catholic Identity conferences. Broader capability development was supported through vocational and professional qualifications, including a Graduate Certificate in Career Development Practice, design thinking workshops, literacy and English pedagogy sessions, and technology-enhanced learning initiatives. Collectively, these professional learning opportunities reflect a balanced and sustained approach to building instructional expertise, inclusive practice, leadership capacity, and Catholic identity across the College.</p>	
Number of teachers who participated in PL in 2025	22
Average expenditure per teacher for PL	\$428.00

Teacher Satisfaction

All staff were invited to provide feedback into the School Renewal Process through a survey tool, and many were interviewed as well by the review panel.

Staff and teachers consistently described St Mary's College as a caring, inclusive, and student-centred community marked by strong relationships and a shared commitment to improvement. Teachers see themselves as helpful, encouraging, knowledgeable, enthusiastic and committed, with survey data showing very high confidence in their professional qualities. They emphasise the value of positive relationships, noting that the small school environment allows them to know students well, listen to them, and support their wellbeing and academic progress.

In teaching and learning, staff believe that the College provides challenging, engaging and varied lessons, incorporating problem-solving, group work, hands-on activities, and the use of technology. Teachers describe their practice as student-focused, linking learning to real-world contexts and prioritising clear guidance and feedback. They also affirm that smaller class sizes enhance personalised learning and strengthen the teacher–student relationship.

Staff express pride in the school's inclusive culture. They reported that students are safe, known, accepted and able to express themselves, and that the College offers a wide range of opportunities across sport, arts and academic clubs. Teachers emphasise the school's strong culture of kindness, respect and belonging, supported by well-embedded pastoral processes.

From a faith and values perspective, teachers affirmed that Gospel values are lived out in everyday interactions. Staff recognise the importance of religious education, prayer and ritual, and they support the school's commitment to interfaith engagement and justice-focused learning experiences.

Staff also highlighted areas of challenge. The pace and scale of change, including co-education, consolidation to one campus, and evolving structures, have increased workload pressures, particularly for middle and senior leaders. While committed and optimistic, staff note the importance of continued attention to wellbeing, clear communication, streamlined operations and sustainable leadership structures.

Overall, teachers and staff express strong dedication to their students and a belief that St Mary's College is moving in a positive, mission-aligned direction, underpinned by a resilient community and a deep culture of care.

Teacher Qualifications	
Doctorate	0
Masters	9
Graduate	12
Graduate Certificate	2
Bachelor Degree	30
Advanced Diploma	6
No Qualifications Listed	17

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	50
Teaching Staff (FTE)	45.82
Non-Teaching Staff (Headcount)	27
Non-Teaching Staff (FTE)	22.06
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

In alignment with our School Improvement Plan, St Mary's College continues to prioritise strong, authentic partnerships with families, alumni, and the broader community. We remain committed to fostering a welcoming and inclusive environment that encourages meaningful engagement from parents, past students, and external partners. This commitment reflects and reinforces our mission as a Catholic school in the Edmund Rice tradition.

In 2025, a continued focus has been placed on deepening community connection, expanding engagement opportunities, and strengthening pathways between the College and the wider community.

Achievements

Community engagement in 2025 has continued to grow as a defining feature of life at St Mary's College, with both new initiatives and established programs contributing to a strong sense of belonging across the College.

The Parents and Friends (P&F) Association remains a cornerstone of community connection, once again delivering a range of well-supported events including the Mother's Day Breakfast, Father's Day Breakfast, Bunnings BBQ Fundraisers, and a highly successful Trivia Night. These events not only provide valuable fundraising opportunities but also play a vital role in fostering community spirit and strengthening relationships between families.

A significant milestone in 2025 was the College's first Annual Alumni Reunion, welcoming past students from milestone years of CBC St Kilda and Presentation College Windsor. Alumni were invited back to the College for a tour of the campus and to reconnect over refreshments hosted by the P&F. This event marked an important step in strengthening alumni ties and celebrating the rich history that underpins St Mary's College.

Alumni engagement has continued to expand through dedicated communications including CBC Connect, PCW Pulse, and SMC Beyond the Gates. These platforms provide

opportunities for former students to remain connected, share their journeys, and engage with College life.

The College has further strengthened its external partnerships through the inclusion of the Melbourne City Soccer Academy and the Momentum Triathlon Academy. These programs complement our existing partnerships and provide students with enhanced opportunities for high-level sporting development, wellbeing, and engagement. Such collaborations continue to position the College as a dynamic environment that connects education with real-world pathways.

Ongoing efforts to engage families have remained a priority, with the College continuing to promote involvement through a wide range of communication channels including newsletters, PAM (Parent Access Module), and social media platforms. Parent information sessions, orientation programs, and informal gatherings such as Welcome Afternoon Teas continue to support families in feeling informed, connected, and actively involved in College life.

Parent Satisfaction

Although the EREA School Renewal Process does not include a formal parent survey, it draws on parent perspectives from focus group interviews and broader community reflections gathered during the panel visit. Overall, the findings indicate high levels of parent satisfaction with the culture, direction, and relational strength of St Mary's College. Parents expressed strong appreciation for the school's welcoming, friendly and respectful environment, noting that their children feel safe, included, and personally known. They described the College as a place where relationships are prioritised, diversity is respected, and students experience genuine belonging.

Parents also conveyed confidence in the professionalism and commitment of staff, highlighting the positive relationships teachers build with students and the compassionate, consistent support provided across year levels. They noted the visibility and responsiveness of school leadership, affirming the clear direction emerging as the College consolidates its identity following significant organisational change, including the shift to co-education and the move to a single campus. The feedback indicates that parents view these changes as having strengthened the school's cohesion and sense of community.

Engagement with families is another area of high satisfaction. The report highlights the active role of the Parents & Friends group, which contributes to community spirit and supports key initiatives. Parents expressed appreciation for the school's efforts to foster strong partnerships, maintain open lines of communication, and offer meaningful opportunities for

involvement. This engagement contributes to a sense of shared ownership and trust between families and the College.

Parents further indicated confidence in the school’s approach to student wellbeing, inclusion, and values formation. They affirmed that the College nurtures kindness, respect, and acceptance, supporting students’ academic growth alongside their social and emotional development.

Overall, parent feedback presents St Mary’s as a school marked by relational warmth, stability, and a clear sense of purpose. Families value the school’s progress, leadership, and culture, reflecting a high level of satisfaction and confidence in the College’s ongoing journey.



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.stmaryscollege.vic.edu.au