

# 2024

## 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](http://www.stmaryscollege.vic.edu.au)

Registration: 26, E Number: E1006

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## Principal's Attestation

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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 2023 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 25 Mar 2025









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## About this report

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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](#).



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## Governing Authority Report

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As CEO of Edmund Rice Education Australia Victorian Schools Limited (EREA VSL), and on behalf of the Board Directors, I commend this Annual Report to the St Mary's College community to you. St Mary's College is governed by Edmund Rice Education EREA VSL and offers a Catholic education in the tradition of Blessed Edmund Rice within the Archdiocese of Melbourne.

EREA VSL has been the proprietor for six Victorian schools since 1 January 2024. Currently enrolling almost 8500 students, EREA VSL is responsible for the governance of schools across eighteen sites in Victoria. EREA VSL is guided by the EREA Charter for Catholic Schools in the Edmund Rice Tradition. The Charter articulates the vision, mission, and objectives for schools. The Charter calls St Mary's College to be authentic to The Charter, which is a proclamation of an authentic expression of the Edmund Rice charism. St Mary's College aspires to be faithful to the four touchstones: Liberating Education; Gospel Spirituality; Inclusive Community; Justice and Solidarity. The integration of the touchstones reflects St Mary's College's mission and helps inform the authentic development of the Edmund Rice charism within the College community.

EREA VSL supports and promotes the principles and practices of Australian democracy in its operations and in the operations of the schools including a commitment to elected government; the rule of law; equal rights for all before the law; freedom of religion; freedom of speech and association; and the values of openness and tolerance. EREA VSL is committed to providing a high-quality education in a safe and supportive environment. EREA VSL ensures that St Mary's College is well-governed, with effective leadership and management structures in place to promote student safety, learning, engagement and wellbeing. EREA VSL is committed to complying with all relevant laws, regulations, and policies, including those related to student safety, wellbeing, and financial management. EREA VSL works collaboratively with the Principal and Leadership Team of St Mary's College to make decisions that are in the best interests of St Mary's College's students, staff, families and community. Because the good work of educating the young is a co-responsible task led by every member of the school community, St Mary's College's School Advisory Council has been established to provide a crucial point of connection between the wider St Mary's College community and St Mary's College's leadership.

Edmund Rice Education Australia (EREA) was established by the Christian Brothers as a public juridic body to ensure the continuation of the Charism of Blessed Edmund Rice in the educational mission of the Catholic Church, especially through the schools governed and conducted in the Edmund Rice tradition. It was constituted, in accordance with the norms of canon law, as a public juridic person within the Catholic Church on 20 September 2012 on approval by the Holy See. It carries on its mission in the name of the Church ensuring that all

schools and other apostolic activities are conducted in conformity with the beliefs, teachings, and laws of the Church.

Andy Kuppe

**Director of Victorian Schools and CEO**







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## Vision and Mission

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### 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

#### Respect

We believe that respect is the basis of all our relationships with ourselves, each other and the earth.

#### Justice

We act with justice and fairness and stand in solidarity with those that are marginalised.

#### Compassion

We believe that compassion and empathy can change lives.

#### Inclusivity

We believe in the call of the Gospels to be a welcoming and inclusive community. We nurture and celebrate diversity.

#### Courage

We act with courage as we strive for success, learn from our mistakes and seek to be countercultural for the common good.



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## College Overview

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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. Innovative learning and wellbeing programs aligned with mutually respectful relationships enable each student's intrinsic worth to shine. With the aim of preparing students for life beyond school, our programs enable students of diverse abilities to step purposefully into their future.

St Mary's College is a well-resourced mid-sized school which has four Science Laboratories, a Music Centre with an outdoor concert stage and well-appointed classrooms with digital and AV technology throughout. Our pool is used as part of the HPE program each week, for swimming squad training and is utilised outside of school hours by an independent swim school for the local community. This campus also has a three level Creative Arts Centre which is used for Design Technology (including wood), Art, Ceramics and Visual Communication and Design. Other facilities include Ward Theatre, which is used for smaller drama work, Logue Hall where whole school events, music and theatre productions are held and the Edmund Rice Chapel where morning prayer and class or year level masses are held. St. Mary's College also has direct access and use of the oval at Alma Park to the rear of the school, as well as the basketball courts, cricket, and soccer facilities. Recent capital improvements include a Textiles and Food Technology practical and classroom spaces, as well as a dedicated Year 12 'study hub' space for students to use when not in timetabled classes.





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## Principal's Report

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St Mary's College boasts that it is a place of welcome and I have certainly felt that warmth since commencing in January.

We commenced the year by working on our School Improvement Plan and identifying our priorities and throughout the year, we have remained focused on the four pillars: Pride in Our Identity, High Expectations, Inclusivity, and Excellence in Learning. These priorities have guided decisions across all areas of school life. Even as an experienced principal, one still embarks on a steep learning curve as you appreciate and embrace that each school has very different characteristics and challenges.

The major project for this year was the significant capital project to refurbish the McCartney Wing with the intention to become a single campus school located on Westbury St. What began as a significant structural shift to bring our community together has grown into a shared culture shaped by the best of both founding schools. We've also introduced SMART Boards in classrooms, supported staff through professional learning, and launched the Student Periodic Digest to provide families with timely updates on student progress. The RAISE model has been embraced by our learning leaders to guide us in articulating deliberate practice that will improve learning outcomes.

Our students are leading the way, embracing the opportunities this new model provides while continuing to uphold the values that underpin our Catholic identity. There is a strong sense now that St Mary's is not just a new name—but a place young people feel proud to belong. Our staff are also noticing an improvement in collegiality and collaboration that is afforded by sharing a common purpose and the same physical spaces once again.

Leadership continues to grow among our young people, reflected in the high number of prefect nominees and the energy of our College Captains. At the same time, we've thoughtfully responded to student and parent feedback—updating uniform options, reimagining sport and outdoor education, and engaging with organisations like St Kilda Football Club and Melbourne United to better meet the needs of our co-educational cohort.

Importantly, the year has also included moments of reflection. Our discussions around historical honour boards, survivor recognition, and how we respectfully remember our past while shaping our future have been deeply meaningful.

None of this change has come without its challenges, but I remain inspired by the way our staff, students and families continue to lean in—with courage, compassion, and commitment. The merge asked us to step into uncertainty. What's emerged is a vibrant, future-focused school community, grounded in faith and guided by a clear vision of inclusion as a school in the Edmund Rice tradition.

It's an enormous privilege to lead St Mary's College. Thank you for walking this journey with us.

Darren Atkinson  
**Principal**



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## Catholic Identity and Mission

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### Goals & Intended Outcomes

The goal at St Mary's College is to strengthen the Catholic identity of the College as an authentically Catholic school in the Edmund Rice Tradition. We do this by engaging our students in classroom encounters, rituals, sacramental celebrations, and other experiences that offer them faith, hope and love. These experiences allow the charisms of Blessed Edmund Rice and St Mary to come alive and underpin every aspect of life at the College, which extends equally to our student, parent and staff bodies.

### Achievements

The Catholic Identity of St Mary's College is expressed in the deliberate, planned actions of the College in the pursuit of an ongoing status as an authentically Catholic school. The College nourishes its prayer life through a multitude of activities, as noted below, with each activity designed to bring our students closer to, and in relationship, with God.

Some of the annual activities that enliven the Catholic Identity of St Mary's College include:

- Year 7 Welcome to our Community Mass held at St Mary's Parish Church
- Whole school opening College Mass
- Year level-based fundraisers for Caritas / Project Compassion
- Year level Ash Wednesday Liturgy
- 'Accreditation to teach in a Catholic School' opportunities provided throughout the year
- Social Justice events such as support for Inner West.
- Advocacy, prayer, and action as is associated with our annual social justice walkathon
- Retreat program in all year levels
  - Fundraising activities in Term 2 to support social justice projects
  - Walkathon in Term 2 as main student fundraising activity.
  - Establishment of a Global Engagement plan, supported by Edmund Education Beyond Borders.
  - Selected students and staff attend the St Patrick's Day Liturgy for the Archdiocese
  - Meals cooked, frozen, packaged and delivered to Inner West for distribution to those in need.
  - Reconciliation Assembly during Reconciliation Week in May.

### Value Added

- Edmund Rice Chapel and St Mary's Parish Church for prayer, reflection and liturgy
- Staff beginning of year Mass with St. Mary's Primary School at St Mary's Parish Church
- Student attendance at St Mary's Parish Community Mass
- Celebration of Blessed Edmund Rice Feast Day
- End of Year 12 Graduation Mass, attended by parents

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## Learning and Teaching

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### 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

The 2024 NAPLAN results for Year 7 students at St. Mary's College reflect a clear trend of academic excellence and in both reading and numeracy. In numeracy, the school achieved a mean score of 561, significantly outperforming the national mean of 540 and the state mean of 546. Similarly, in reading, our students excelled with a mean score of 569, well above the national mean of 535 and the state mean of 545. Despite a slightly smaller cohort of 53 students, the upward trajectory in both domains indicates that St. Mary's College is not just maintaining but improving its standard of academic achievement. Our focus on individualised learning and adaptive teaching methods is ensuring that each student is equipped with the skills necessary for future academic challenges. In Year 9, the school's mean score in reading was 569, significantly above the national mean of 535 and the state mean of 545, while in numeracy, the school achieved a mean of 561, surpassing the national mean of 540 and the state mean of 546. These results highlight our success in nurturing well-rounded, academically strong students who excel across multiple domains. Our literacy programs, which emphasise deep comprehension and critical analysis, have driven consistent improvements in reading. Meanwhile, our numeracy initiatives, which focus on applying mathematical concepts to real world scenarios, continue to foster high levels of achievement. The ability to sustain and enhance student outcomes speaks to our student-centred approach. All strategies are underpinned by an explicit teaching model that prioritises clear learning objectives, guided and independent practice, as well as the fostering of metacognitive strategies.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	555	74%
	Year 9	545	49%
Numeracy	Year 7	561	77%
	Year 9	558	66%
Reading	Year 7	569	85%
	Year 9	564	70%
Spelling	Year 7	545	70%
	Year 9	569	87%
Writing	Year 7	550	78%
	Year 9	590	78%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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	28
VCE Completion Rate	97%
VCE VM Completion Rate	93%
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 2024	
Tertiary Study	65%
TAFE / VET	0%
Apprenticeship / Traineeship	0%
Deferred	0%
Employment	30%
Other - The category of Other includes both students Looking for Work and those classed as Other	4%





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## Student Wellbeing

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### Goals & Intended Outcomes

- Make sure all students feel safe, respected, and that they truly belong at St Mary's.
- Building meaningful relationships, staff ensure students feel truly known, fostering a sense of belonging that enhances their well-being and success.
- Embed restorative practices and Respectful Relationships across all year levels to create a caring and inclusive culture.
- Use wellbeing data in a meaningful way to support students' social, emotional, and behavioural needs early on.
- Give students genuine opportunities to share their voice and step into leadership roles.
- Ensure all spaces around the school are welcoming, safe, and help students feel connected.

### Achievements

- Brought all students together on the Edmund Rice Campus — a huge milestone for the College.
- Launched the New Dimensions program for Year 10 students needing extra support and connection.
- Had a record number of students nominate for the 2025 Prefect team, with a great mix of male and female leaders.
- Introduction of Class Captain role for students across years 7-12 providing further leadership opportunities and participation in the Student Voice Committee.
- Improved uniform standards across the school and communicated expectations clearly to families.
- Started the process of reviewing and updating house names, with students helping shape the new identity.
- Built partnerships with St Kilda Football Club and Melbourne United Basketball Club, opening up exciting new programs.
- Introduced Bronze, Silver, and Gold commendation badges to recognise students' outstanding efforts and contributions.

### Value Added

- Time & Space Mother / Child evening (Year 7) and Father / Child evening (Year 8).
- End of Year Music Concert & Art and Design Exhibit Celebrating diversity and the LGBTQIA+ community through IDAHOBIT Day acknowledgement
- Celebrating International Women's Day Acknowledging R U OK Day

## Student Satisfaction

The MACSSIS student survey was not conducted in 2024. However, anecdotal feedback gathered throughout the year 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.

## 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	[ASR_Years9To12StudentRetentionRate.retentionrate]

Average Student Attendance Rate by Year Level	
Y07	86.2
Y08	87.2
Y09	81.8
Y10	76.5
Overall average attendance	82.9





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## Leadership

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### Goals & Intended Outcomes

One of our key leadership goals in 2024 was to build a unique identity for St Mary's—something that feels current, inclusive, and true to who we are now. While we continue to honour the rich histories of both CBC and Presentation College, the focus has been on creating a shared story that reflects the present and future of our community. The intended outcome was for students, families, and staff to feel connected to a clear and distinct St Mary's identity, seen in our language, our culture, and how we show up every day.

Bringing all year levels together on the Edmund Rice Campus was another major step this year. The goal was to strengthen the sense of community and make the day-to-day experience more cohesive for students and staff. With everyone now on one site, the outcome has been stronger relationships, better communication, and a more unified school culture.

We also led the redevelopment of the McCartney Wing - a space that now better reflects the kind of learning environment we want to offer. The goal was to modernise and improve functionality, and the result has been a more flexible, collaborative space that not only supports great teaching and learning, but also improves access and the overall experience of the building for everyone who uses it.

Finally, increasing female enrolment remained a key leadership priority. As a still-young co-ed school, we've been intentional about creating spaces and experiences that reflect and welcome gender diversity. The intended outcome was to see continued growth in female enrolment, helping shape a more balanced and inclusive student community.

### Achievements

This year has been a significant one for St Mary's College. Our leadership priorities—identity, expectations, inclusion, and learning - have guided not just our day-to-day work, but the bigger structural shifts too, including the transition back to one campus. The move has brought with it a clearer sense of unity and identity, and while we're still settling into the new rhythms, it's already made a meaningful difference to how students and staff connect with each other and with the College itself.

As part of reinforcing our identity, we've taken steps both symbolic and practical. We made thoughtful changes to how our history is represented around the College, updating visual displays to better reflect our current identity and celebrate student leadership. These changes have helped to strengthen a sense of belonging and have supported our ongoing transition into the next chapter of the school's history. There's been strong engagement with our story - whether through the 2023 Yearbook, which reflected on a particularly formative year, or through our growing presence in local primary schools. Our Term 4 engagement program offered young people from feeder schools the chance to experience life at St Mary's firsthand- an exciting opportunity to build stronger relationships earlier.

In the area of high expectations, we've continued to embed our behaviour framework. Students are increasingly stepping up to shape the culture themselves, and staff are supporting that with clear, shared language and expectations. We've also reviewed and updated our School Uniform Policy to ensure consistency and clarity, with a new visual guide set to be shared with families.

Inclusivity has remained front of mind. Our Annual Review Meetings with staff have created space for honest reflection, and the themes emerging have closely aligned with our School Improvement Plan. Events like our Mother's Day and Father's Day Breakfast helped bring families into the life of the school in new ways and gave us the chance to reflect on how we might continue to improve that sense of connection with caregivers.

On the learning front, the transition to Microsoft Teams for curriculum planning has made our teaching more collaborative and cohesive as we implement our RAISE learning model. We've also committed to SMART Boards across all classrooms, with training underway to support teachers in making the most of this technology. As we settle into the new campus setup, it's exciting to see how the physical environment, the professional tools, and our shared expectations are beginning to align.

Moving back to one campus has given us the chance to regroup and realign- not just logistically, but culturally. We're still navigating the changes, but already there's a greater sense of coherence across the College. Students and staff are together, conversations are easier, and everything we're working toward - whether it's learner agency, high standards, or strong relationships - feels more achievable when we're all in the same place.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<p>In 2024, St. Mary's College supported a wide range of professional learning opportunities to enhance teacher expertise and student outcomes. Key programs included the MAV VCE PD, VCE Conference across all Mathematics strands, PDs in Surf Rescue and Pool Lifeguarding, First Aid and CPR training (HLTAID009 &amp; HLTAID011), and targeted workshops such as "Teaching With Drones" and "From Surviving to Thriving" in VCE Legal Studies. Additional development was undertaken in English, literacy, and vocational training areas including AUSTSWIM renewal and Light Rigid vehicle licensing.</p>	
Number of teachers who participated in PL in 2024	87
Average expenditure per teacher for PL	\$442.00

### Teacher Satisfaction

The MACSSIS staff survey was not conducted in 2024. However, anecdotal feedback throughout the year has reflected a noticeable improvement in staff connection since the move to a single campus. Many staff have commented on how valuable it has been to work alongside colleagues in person, with more opportunities for informal collaboration and a stronger sense of shared purpose.

Teacher Qualifications	
Doctorate	0
Masters	9
Graduate	12
Graduate Certificate	2
Bachelor Degree	32
Advanced Diploma	6
No Qualifications Listed	15

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	55
Teaching Staff (FTE)	51.49
Non-Teaching Staff (Headcount)	30
Non-Teaching Staff (FTE)	24.19
Indigenous Teaching Staff (Headcount)	1



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## Community Engagement

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### 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. Our goal is to foster a welcoming and inclusive environment that invites meaningful engagement from parents, past students, and external partners, reinforcing our mission as a Catholic school in the Edmund Rice tradition.

### Achievements

In 2023–2024, community engagement has been a vibrant and growing feature of life at St Mary's College. Our Parents and Friends (P&F) Association remains a vital connection point between families and the College, leading a number of key events throughout the year, including the Mother's Day Breakfast, Father's Day Breakfast, Trivia Night, and Bunnings BBQ Fundraisers. These events not only raise funds but also strengthen community spirit and provide opportunities for families to feel part of the College culture.

We have also expanded our alumni engagement, with tailored communication and reunion support for former students of CBC St Kilda, Presentation College Windsor (PCW), and now St Mary's College. Our dedicated alumni e-newsletters - CBC Connect, PCW Pulse, and SMC Beyond the Gates - have encouraged the sharing of stories, event updates, and involvement in College life. Our 2023 Alumni ANZAC Assembly, featuring distinguished past students, was a powerful example of how history and present-day community intersect at the College.

Additionally, we've strengthened our ties with professional sporting organisations. Our partnerships with Melbourne United Basketball Club and St Kilda Football Club have brought exciting educational and extracurricular opportunities to our students. These partnerships enhance school pride, support student wellbeing and sport development, and serve as a bridge between education and industry.

We have made a conscious effort to engage families in College life through frequent communication via newsletters, PAM (Parent Access Module), social media, and updated welcome materials for new enrolments. Parent information sessions and informal gatherings

- like Year 7 Orientation events and Welcome Afternoon Teas - have further supported smooth transitions into our community.

### Parent Satisfaction

The MACSSIS survey was not conducted in 2024. However, anecdotal feedback throughout the year indicated strong satisfaction in family engagement, school climate, and communication. Parents noted the welcoming culture of the school, access to leadership, and the inclusive approach to student voice and wellbeing as key strengths. Families particularly valued the opportunities to participate in College events and the growing sense of unity as St Mary's continues its journey as a coeducational Catholic school.

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## Financial Performance

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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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.stmaryscollege.vic.edu.au](http://www.stmaryscollege.vic.edu.au)

