



# 2025

## Annual Report to the School Community



### St Mary of the Angels College

Chapel Street, NATHALIA 3638

Principal: Beverley Thorp

Web: [www.smota.vic.gov.au](http://www.smota.vic.gov.au)

Registration: 1605, E Number: E3042

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## Principal's Attestation

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I, Beverley Thorp, attest that St Mary of the Angels College is compliant with:

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

Attested on 30 Mar 2026

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## About this report

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St Mary of the Angels College 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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The Catholic Education Week theme for 2025, “Pilgrims of Hope” aligned Catholic Education Sandhurst with the Catholic Church’s international Jubilee Year, inviting our education community to take up Pope Francis’s call to “fan the flame of hope that has been given us”. As St Paul reminded us in his letter to the Romans “hope does not disappoint us, because God’s love has been poured into our hearts through the Holy Spirit that has been given to us” (Romans 5:5).

### ***Magnify Sandhurst***

The rollout of Magnify Sandhurst across our 51 schools has been the most significant educational initiative in our system’s history. With the support of our partners—Steplab, Knowledge Society, MultiLit, and Ochre Education—Magnify has begun to transform classroom practice, curriculum delivery, and professional learning. The introduction of low-variance curriculum models, instructional coaching, and MTSS frameworks has provided a consistent and evidence-informed foundation for teaching and learning.

Early indicators from NAPLAN and PAT assessments suggest promising trends in student growth. The Magnify model’s emphasis on clarity, structure, and responsiveness has been well received by educators, and the gradual release of responsibility for both students and teachers is fostering a culture of deep learning and professional agency.

### ***Academic Progress and Achievement***

While full impact data will take time to mature, 2025 has seen encouraging signs of improvement in student outcomes. Schools implementing Magnify with fidelity are showing gains in foundational literacy and numeracy. VCE results across Sandhurst secondary schools continue to vary, but the system-wide focus on instructional quality and curriculum alignment is expected to stabilise and lift performance over time.

### ***System Solidarity and Subsidiarity***

The balance of solidarity and subsidiarity remains central to our system’s identity. In 2025, CESL continued to provide centralised support while respecting the unique character and needs of each learning centre. This approach has enabled shared growth and innovation, while empowering local leadership to respond to their communities with agility and insight.

### ***Know Better, Do Better***

As we deepen our commitment to continuous improvement, we have embraced the principle of “Know Better, Do Better.” This has meant courageously de-implementing programs that no longer serve our evolving goals, and supporting staff through transitions with empathy and

clarity. The humility to reflect, learn, and grow has been a hallmark of our leadership this year.

I remain deeply grateful to our school staff, CESL Office personnel, and the members of the CESL and Board for their unwavering commitment to our shared mission. The leadership and dedication demonstrated across our schools have made an outstanding impact in bringing Magnify to life throughout 2025, and the collective efforts of our entire education community continue to ensure that our young people and their families are empowered to have “life to the full” (John 10:10).

**Kate Fogarty**

*Executive Director, Catholic Education Sandhurst Limited*

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## Vision and Mission

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### IDENTITY STATEMENT

We are a Franciscan educational community; hope-filled, merciful and joyous.

### VISION STATEMENT

**Jesus call us with joy to be a learning community where;**

- We are conscious that all of our actions must be guided by the mercy of God.
- We live in right relationship with the earth and all God's creation.
- Purposeful learning and teaching allows every student to be engaged with intellectual, ethical and spiritual richness.
- We develop leaders who strive to build a just world taking care of the tradition, the spirit and the story of all Australians.
- Each individual is valued and recognised in a safe, accepting and inclusive learning environment.

### GRADUATE OUTCOMES

**At St Mary of the Angels College, we aspire for our students to be;**

- witnesses to the good news of Jesus Christ
- active, engaged and socially responsible participants in a diverse and evolving world
- visionary thinkers who are passionate about life-long learning
- on a journey of self-discovery, through service and love of others

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## College Overview

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St Mary of the Angels Secondary College is a vibrant community of approximately 640 students. The College is situated in the northern Goulburn Valley of Victoria, between the Murray River Port of Echuca and the townships of Shepparton and Kyabram. St Mary of the Angels is a Catholic Secondary College that caters for the educational needs of students from Years 7 – 12.

When the College was built in 1961, it was originally staffed by the Sisters of the “Franciscan Missionaries of the Divine Motherhood” (FMDM). The College maintains strong links with the FMDM sisters and their work in overseas communities, helping to relieve the suffering of those most in need. The College identifies strongly with the FMDM Franciscan ethos of ‘justice, peace and integrity of creation in a spirit of gratitude and joy.’

As a Catholic community we celebrate our story through whole community celebrations of the Eucharist at key times during the year, including Easter, the feast of St. Francis of Assisi and the commencement of the academic year. We live our faith through our commitment to supporting the Catholic Charity, Caritas through fundraising and raising awareness about the situation of those who have less access to opportunity and the means to survival than we do. This dovetails with our commitment to Social Justice, which is one of the core beliefs of Catholic Social Teaching. Students are offered the opportunity to attend a Social Justice Camp and join our Social Justice Team at the College. Our Year 9 aboriginal immersion program focuses on ‘service’ to several aboriginal communities.

The College offers a broad curriculum and consciously works to develop a strong sense of connectedness and community within the College. We achieve this through the provision of extracurricular opportunities, a strong pastoral care structure and positive learning experiences for students. We are a College that offers a variety of educational pathways for our students that includes extensive VCE offerings (over 42 sequences at Year 11 and 12), Vocational Major and VET (Vocation Education Training) subjects. We have a dedicated Year 9 program that has a strong aboriginal focus and the opportunity for a student immersion experience in the Falls Creek, the Grampians, Harrietville, Lake Mungo, or Melbourne.

For those students with an interest in music, choir or drama there are opportunities to join our choir, our College production or engage in private music tuition. Our College debating teams do very well in competitions, and as students progress through the years at the College they may elect to join one of these teams. Our association with School Sports Victoria means that students are able to compete against other schools in a large variety of sports including golf, football, netball, tennis and soccer to name a few.

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## Principal's Report

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I begin by acknowledging the Yorta Yorta and Bangerang peoples and pay my respects to their Elders, past, present and emerging. I acknowledge their deep, ongoing spiritual and cultural connection to this country, this land that our College, St Mary of the Angels, is built upon.

St Mary of the Angels is a wonderful community. While our school is in Nathalia, the heart of our College lies in each of the communities to which our students belong. Our bus system is integral to bringing in students from each of these vibrant communities, and we continue to focus on building rich connections and a sense of belonging to the College. Our staff, students and families come together to learn, to engage, to reflect and inquire as a community of passionate and responsible participants in our College, local and global communities. Community is the true essence of the College.

In 2025, we have seen the implementation of Catholic Education Sandhurst Magnify initiatives. Our classroom Mastery routines have seen our classrooms become calmer, more settled learning environments, with students focused and ready to learn. Our Mathematics and Religious Education teams have respectively implemented the research-backed and well-resourced Ochre and Source of Life curricula. All of our staff have worked tirelessly throughout the year to ensure that our students receive the highest quality curriculum. Other elements of the Magnify initiatives include the ongoing implementation of MacqLit literacy intervention and the introduction of the StepLab platform to promote and support our teaching staff to continue to build their professional teaching practice. We look forward, over the next year and into the near future, to seeing the very real impact of these initiatives on our students' learning outcomes.

Earlier in the year, our students enjoyed a three-week term break whilst our entire College staff engaged in professional learning with educational neuroscientist Dr Jared Cooney Horvath. The work with Jared has been pivotal to our work as educators. It has driven our curriculum planning and delivery, ensuring we are reflective of how students learn and maximising the learning impact for each individual student. It was especially pleasing that we were able to share our learnings with our community through the three parent information sessions. These conversations will continue through 2026 as we consolidate how the science of learning impacts all that we do and enhance our students' ability to maximise their study for the greatest learning impact.

As the 2025 year comes to a close, it is my privilege to thank all those who make our St Mary of the Angels community such a rich and special place to be. Thank you to our staff for their incredible commitment to providing such a wide range of rich learning opportunities for our students, whether the bus drivers that safely transport them safely to and from school each day, to the maintenance team who provide such an attractive and peaceful environment, to

our administration and associated allied staff who streamline and support all of our operations, and our teachers and learning support staff who work most closely with students in the classroom. The overall skill and commitment of our entire staff cannot be overstated, and it is a pleasure to work with them. Together, they bring to life our Catholic values and College mission to educate our students to be the best versions of themselves.

I am deeply grateful to our Executive Leadership team of Chris Dainton and Michaela Brooks, who provided clear and capable leadership throughout the year, and to Matt Dimble for stepping into the position of Acting Deputy Principal. This group of people guide our College with compassion, clarity and wisdom, and unfailing commitment. Our College is fortunate to have this strength and depth of leadership capabilities.

Thank you to David Wilkins, Chair of our Advisory Council, for his leadership and support throughout the year. David is always available to provide a balanced approach to asking critical questions to guide our actions. His wise counsel, experience and insight help to build the strategic outlook for our College. The College Advisory Council forms an invaluable part of our broader College community in assisting to lay the foundations for our future developments and plans.

I would also like to thank Fr Jophin for his quiet and unassuming spiritual guidance of the College. The College community comes together regularly for various liturgical celebrations; from our Opening College Mass in February, Easter liturgy, Reconciliation Mass in May, and commemoration of the Feast Day of St Francis of Assisi late in Term 3. We further celebrate with our outgoing Year 12 students with a Graduation Mass and dinner. These liturgical celebrations are at the heart of who we are as a faith-filled Catholic community and I am particularly grateful to Fr Jophin for his ability to make these liturgical celebrations relevant and rich experiences.

Thank you to the outgoing College student leaders of Tariro Kakono, Bavesha Krishnankutty, Lottie Opray and Jack Wiles. These young people have been wonderful ambassadors for the College, leading assemblies and providing strong peer leadership, as well as representing the College at Information nights and external commemorations, including ANZAC Day. It is always a privilege to work closely with these dynamic young people, and I have no doubt that they have bright futures ahead. We wish them all the very best and look forward to hearing of their endeavours as they move into a new chapter of their lives.

Finally, to our parents and carers, thank you for your support, cooperation and enthusiasm throughout the year. We have long known that the partnership between school, the student and home is integral to the overall wellbeing and growth of our young people. This strong relationship and the shared responsibility to education is what enables our students to be successful in all of their endeavours.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

1. To animate the 2025 College Theme.
2. To enrich our Catholic Identity through words and actions, affirming our belief that we are all made in the image and likeness of God.
3. To further develop connections with First Nations peoples, enhancing cultural awareness and respect for all members of the community as we journey together towards Reconciliation.
4. To continue to facilitate a professional development program that supports staff in the achievement and maintenance of their Accreditation to Teach and/or Leader in a Catholic School.

### Achievements

#### **1. To animate the 2025 College Theme:**

In 2025, the Catholic Church celebrated a Jubilee Year, with the theme 'Pilgrims of Hope' chosen by Pope Francis. This was a significant year in the life of the Church and marked a time of grace and renewal which is celebrated by the universal church. We unpacked this theme in staff professional development, in year levels through our student induction programs and it continued to serve as inspiration for us throughout the 2025 school year. It particularly shaped our liturgical program and the sacred spaces created in each year level area.

#### **2. To enrich our Catholic Identity through words and actions, affirming our belief that we are all made in the image and likeness of God:**

- Our faith in action programs which are facilitated by our Social Justice and Stewardship teams continued to foreground the dignity of each human person and our desire for our students to be active, engaged and socially responsible citizens within an evolving world.
- We were able to donate over \$5,100 to Caritas from Project Compassion and \$6,800 to the work of the FMDM sisters in the Home of Peace in Zimbabwe.
- The formation of students through our liturgical program and the embedding of our 2025 theme further facilitated our affirmation of these core values in our faith.
- The formation of student leaders through the Franciscan Student Leadership Program and other leadership formation opportunities such as Justice Matters Camp supported the important role of student voice and advocacy in our College community.

**3. To further develop connections with First Nations peoples, enhancing cultural awareness and respect for all members of the community as we journey together towards Reconciliation:**

- The College opened applications to Year 10 and 11 students to undertake an interstate immersion at One Arm Point (Ardyaloon) in 2025. Eight students were successful and along with three staff, undertook a 10 day immersion in Broome and Ardyaloon. This was a rich program that was facilitated by the generous staff at One Arm Point Remote Community School. We hope that in the coming years we will be able to host students from OAP at the College in return, further developing this relationship.
- In 2025, our Aboriginal Education Leaders proposed the inclusion of FIRE Carrier Leaders within our student leadership team. This application was endorsed by the leadership team and a position description and application process was undertaken with two First Nations students being appointed for the 2026 school year.

**4. To continue to facilitate a professional development program that supports staff in the achievement and maintenance of their Accreditation to Teach and/or Leader in a Catholic School:**

- In 2025, Catholic Education Sandhurst Ltd implemented a Diocesan-wide Spirituality Day which involved workshops led by staff across the Diocese. This day sat alongside a wide range of Blessed Broken and Shared Formation sessions across the year. Staff therefore had the capacity to choose sessions suitable to their formation and accreditation needs.
- The College also provided specifically Franciscan formation opportunities for new and returning staff.

## Value Added

At St Mary of the Angels Secondary College, we endeavour to provide a range of opportunities for students to encounter the Spirit:

- Daily Prayer
- Year 12 Retreat / Year 11 Urban Retreat
- Opening College Mass: celebrated in conjunction with St Francis Primary School
- 2025 Project Compassion which explored the theme “United Against Poverty”.
- Caritas Netball Competition and the Long Walk for Water
- Justice Matters Camp: students and a staff leader attended the 2025 Justice Matters Camp in Beechworth, celebrating the theme “Hope in Action – Pilgrims of Hope”. The students developed skills and knowledge that will help further develop their own understanding of the challenges and solutions we face if we are to create a just society.
- “Thrifty Threadz” sustainability initiative and the GV Environmental Congress

- Reconciliation Week Mass: Celebrated the theme “Bridging Now to Next” in conjunction with St Francis Primary School.
- Reconciliation Week: This theme was further realised through a range of activities and opportunities in Reconciliation Week.
- Various masses and liturgies: Ash Wednesday, Holy Week, Anzac Day, Induction / End of Year liturgies, year level and parish masses.
- FIRE Carrier Induction
- Year 9 Immersion Program: An opportunity for students to immerse themselves in the spirit and culture of First Nations Australians.
- FMDM Grand Prix
- Feast Day Mass
- Australian Catholic Youth Festival – Year 10 and 11 students travelled to Melbourne to take part in the national festival. It was an enriching and formative opportunity for our young people.
- St Vincent de Paul Christmas Appeal.
- Year 12 Graduation.

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## Learning and Teaching

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### Goals & Intended Outcomes

To continue to promote data and evidence informed inclusive pedagogical practices that enhance deep and active student learning.

- All student-facing staff participate in neuroscience of learning professional learning.
- Staff implement neuroscience of learning / PEN principles into their teaching practice.
- Staff engage with dynamic gradual release of responsibility as a pedagogical technique.
- Multi-tiered system of teacher support is introduced and starts to be implemented.

### Achievements

#### **Neuroscience of Learning – Professional Development and Implementation**

All student-facing staff participated in professional learning focused on the neuroscience of learning. In Week 1 of Term 2, 2025, staff engaged in a three-day diocesan-wide program led by Dr Jared Cooney-Horvath. This was complemented by a series of targeted follow-up sessions delivered through whole-staff meetings across the year. These sessions reinforced key principles introduced during the initial program and translated them into practical, classroom-based strategies. Staff feedback indicated that both the initial professional learning and subsequent sessions were highly valued, particularly for their relevance to day-to-day teaching practice.

#### **Embedding Neuroscience-Informed Practice**

Following this professional learning, there was a clear and observable shift in teaching practice across the College. Staff increasingly embedded principles aligned with the neuroscience of learning and Practice Enhancement Narratives (PEN). Key developments included a deliberate reduction of extraneous cognitive load in instructional materials, alongside the consistent use of evidence-informed strategies such as retrieval practice and spaced practice. In addition, the introduction of common examination cover sheets modelled on Victorian Certificate of Education (VCE) formats supported students by reducing cognitive

load and increasing familiarity with assessment conditions in both internal and external examinations.

### **Gradual Release of Responsibility**

The Gradual Release of Responsibility (GRR) model was introduced early in the year as a core pedagogical approach. This was supported through staff professional learning and the refinement of the College's instructional model. The updated model explicitly incorporates principles from the science of learning, Classroom Mastery routines, and aligned terminology drawn from Steplab. The inclusion of GRR within this framework has enabled staff to more effectively structure lessons, ensuring a clear progression from explicit instruction to independent student application. This has strengthened consistency in instructional practice and supported collaborative planning across teams.

### **Multi-Tiered System of Support (MTSS)**

The Multi-Tiered System of Support (MTSS) was also introduced as part of whole-staff professional learning and embedded within the revised instructional model. This framework provides a structured approach to differentiating support within the classroom, enabling teachers to respond effectively to varying student needs. Early implementation has seen MTSS integrated into planning processes and classroom practice, supporting a more consistent and proactive approach to student learning and intervention across the College.

## **Student Learning Outcomes**

### **NAPLAN Achievement Data – 2025**

In 2025, Year 7 students demonstrated strong achievement across all NAPLAN domains. In Reading, 92% of students achieved at the Developing, Strong or Exceeding levels, with 63% achieving at the Strong or Exceeding level and 8% identified as requiring additional support. In Writing, 88% of students achieved at Developing or above, including 55% at the Strong or Exceeding level, while 12% were identified as requiring additional support.

In Spelling, 87% of students achieved at Developing or above, with 63% at the Strong or Exceeding level and 13% requiring additional support. In Numeracy, 94% of students achieved at Developing or above, including 56% at the Strong or Exceeding level, with 6% identified as requiring additional support. In Grammar and Punctuation, 86% of students achieved at Developing or above, with 56% at the Strong or Exceeding level and 14% requiring additional support.

Year 9 students also demonstrated positive outcomes across NAPLAN domains. In Reading, 91% of students achieved at Developing or above, including 56% at the Strong or Exceeding level, with 9% requiring additional support. In Writing, 89% of students achieved at

Developing or above, with 45% at the Strong or Exceeding level and 11% identified as requiring additional support.

In Spelling, 84% of students achieved at Developing or above, including 55% at the Strong or Exceeding level, with 16% requiring additional support. In Grammar and Punctuation, 83% of students achieved at Developing or above, with 32% at the Strong or Exceeding level and 17% requiring additional support. In Numeracy, 94% of students achieved at Developing or above, including 75% at the Strong or Exceeding level, with 6% identified as requiring additional support.

### **Targeted Intervention and Support**

The College continues to implement targeted intervention strategies to support students identified as requiring additional assistance. The MacqLit literacy intervention program is utilised to support students with identified literacy needs, resulting in strong growth for participating students. In addition, the Learning Support team provides both in-class support and targeted small-group interventions, ensuring that students receive differentiated assistance aligned to their learning needs.

### **Future Directions**

Ongoing implementation of the Multi-Tiered System of Support (MTSS) and the College Instructional Model, alongside the continued rollout of the OCHRE low-variance curriculum, will further strengthen student outcomes in standardised assessments.

In 2026, as part of the Magnify initiative, the low-variance curriculum will expand across Year 7 and 8 English and Science, and into Year 9 Mathematics. This will be complemented by the continued use of Professional Learning Teams and co-teaching approaches, particularly within Years 7 to 10 English and Mathematics. These structures support a consistent, evidence-informed approach to instruction and enable more targeted teaching to meet the diverse learning needs of all students.

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 7	525	56%	519	53%
	Year 9	520	32%	521	36%
Numeracy	Year 7	544	73%	534	66%
	Year 9	557	63%	560	63%
Reading	Year 7	524	63%	520	64%
	Year 9	551	56%	546	53%
Spelling	Year 7	513	63%	506	59%
	Year 9	539	55%	538	54%
Writing	Year 7	520	55%	515	52%
	Year 9	541	46%	541	43%

\*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	27
VCE Completion Rate	98.80%
VCE VM Completion Rate	96%
VPC Completion Rate	*

\*Data not reported for 2025 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.

<b>Post-School Destinations as at 2025</b>	
Tertiary Study	45
TAFE / VET	7
Apprenticeship / Traineeship	15
Deferred	5
Employment	7
Other - The category of Other includes both students Looking for Work and those classed as Other	3

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## Student Wellbeing

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### Goals & Intended Outcomes

To further develop a positive, safe and supportive College environment based on aspiration, positive relationships, responsibility, consistency and mutual respect.

1. Development of College wide Behaviour Curriculum.
2. Implementation of Classroom Mastery routines.
3. Implementation of Student PPD policy.

### Achievements

#### **1. Development of College wide Behaviour Curriculum.**

The development of a college-wide Behaviour Curriculum marks an important step in strengthening a consistent and purposeful approach to wellbeing and learning. This curriculum has been carefully designed to align with the college's SPARK values, ensuring that expectations around behaviour are aligned in a shared ethos and clearly understood by both students and staff. While the curriculum is still in its early stages, initial work has established a strong foundation, including the identification of key behaviours, the creation of a common language, and the integration of these expectations into daily college life. This progress reflects a proactive commitment to shaping positive behaviours through explicit teaching.

#### **2. Classroom Mastery Routines.**

The implementation of Classroom Mastery Routines has been a key step in establishing calm, consistent learning environments across the college. These routines provide clear, structured approaches to common classroom practices, supporting both staff and students in

knowing what to expect at each stage of a lesson. While still in the early stages of implementation, staff have begun to embed these routines into daily practice, helping to reduce uncertainty and minimise disruption. As a result, classrooms are increasingly characterised by purposeful starts, smoother transitions, and a more focused atmosphere for learning.

## **Value Added**

**The introduction of the Behaviour Curriculum** is already adding value by promoting greater consistency and alignment across the college community. By embedding the SPARK values into everyday expectations, the curriculum supports a more unified approach among staff, helping to ensure that students experience clear and predictable standards in all settings. This common alignment not only strengthens the visibility and impact of the SPARK values but also contributes to a more positive and supportive learning environment. Over time, this approach is expected to further enhance student engagement, reinforce positive habits, and deepen the collective understanding of what it means to embody the college's core values.

### **Increased visibility and access to Wellbeing Team members-**

With a greater focus on Tier 1 wellbeing initiatives we committed more time to Wellbeing Team members being in year level areas. The intentional use of community time in support of LA's and HR teachers has supported this. This proactive and salutogenic approach exposed all students to our wellbeing team in a positive and low-stakes manner.

### **Classroom Mastery**

The consistent use of Classroom Mastery Routines is adding value by creating greater stability and predictability within lessons. This shared approach supports all students to engage more effectively, as expectations are clear and consistently reinforced across different classrooms. In turn, this is strengthening the development of calm and orderly learning environments, where time is maximised for teaching and learning. Over time, this consistency is expected to further enhance student focus, reduce low-level disruption, and support sustained improvements in classroom climate.

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## **Student Satisfaction**

The following data has been taken from the ACER Social Emotional Wellbeing Student Survey (2025). This survey has been used to analyse student wellbeing and connection to school, home, and community.

Survey data indicates that 63.2% of students who completed the survey report a well-developed sense of social and emotional wellbeing, compared with 65.4% across all students nation wide who completed the survey.

Encouragingly, Year 9 boys report notably low levels of significant emotional distress, with only 4.3% indicating they have felt so down or depressed that they ceased their usual activities for at least one week. This is substantially lower than the 17.2% reported across all schools. Similarly, 17.9% of Year 10 students reported experiencing this level of distress, compared to 34.8% across all schools.

Student self-perception data is also positive. Among Year 7 students, 92% of boys and 84% of girls identify themselves as happy individuals. In the senior years, social connectedness remains strong, with 94% of Year 11 girls and 92% of Year 11 boys reporting that they get along well with most of their classmates.

Overall, these results reflect a generally positive trend in student wellbeing, emotional resilience, and peer relationships across multiple year levels.

## **Student Attendance**

Homeroom rolls are marked in the morning through Simon software program by homeroom teachers.

If a child is marked absent an SMS message is sent to the parent notifying them that their child has been absent in homeroom.

Each week student attendance is shared with Year Level Leaders the Wellbeing team.

Unexplained absences are followed up by the homeroom teacher.

Ongoing absences are followed up with the Wellbeing Team.

<b>Years 9 - 12 Student Retention Rate</b>	
Years 9 to 12 Student Retention Rate	72.57

<b>Average Student Attendance Rate by Year Level</b>	
Y07	88.13
Y08	82.95
Y09	83.49
Y10	84.25
Overall average attendance	84.71

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## Leadership

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### Goals & Intended Outcomes

Authentically Sandhurst

Strengthen staff confidence and capacity to engage in authentic theological and cultural dialogue that recontextualises the Catholic faith.

Outstanding Learner Growth

Ensure equitable access to high-quality, engaging and responsive learning experiences that enable all students all students to achieve outstanding growth.

Subsidiarity and Solidarity

Empower staff to make effective, context - driven decisions through roles, responsibilities and accountabilities.

### Achievements

The College continues to enact Magnify Sandhurst, focusing on the various areas via the Annual Action Plan. Our classroom Mastery routines have seen our classrooms become calmer more settled learning environments, with students focussed and ready to learn. All of our staff have worked tirelessly throughout the year to ensure that our students receive the highest quality curriculum.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2025	
<p>Staff at the College have participated in professional learning opportunities that included:</p> <p>Child Safeguarding</p> <p>Mandatory Reporting</p> <p>CPR</p> <p>Compliance training including Restraint and Seclusion; OHS Discrimination, Harassment and Bullying.</p> <p>Catholic Identity workshops and Spirituality Day.</p> <p>Catholic Education Sandhurst networks including Literacy; Numeracy; Learner Diversity; Principal and Deputy Principal.</p> <p>Neuroscience of Learning three day workshop</p> <p>Language Disorders and Literacy Supports</p> <p>Catholic Education Sandhurst Magnify training inclusive of Classroom Mastery, Ochre and Steplab training days for leaders.</p> <p>Various professional learning opportunities as relevant to specific subject areas.</p>	
Number of teachers who participated in PL in 2025	80
Average expenditure per teacher for PL	\$768.00

### **Teacher Satisfaction**

ORIMA School Satisfaction Survey indicated an overall school positive endorsement from 59% of teaching staff, and 68% of non-teaching staff.

The survey indicates teacher satisfaction of the overall social and learning climate of the school school climate at 57%, with non-teaching satisfaction at 63%.

In regard to the quality of relationships between staff and members of the leadership team, 88% of both teaching and non-teaching staff responded positively.

56% of teachers, and 75% of non-teaching staff responded positively to staff safety in the school.

<b>Teacher Qualifications</b>	
Doctorate	1
Masters	6
Graduate	8
Graduate Certificate	2
Bachelor Degree	29
Advanced Diploma	7
No Qualifications Listed	34

<b>Staff Composition</b>	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	73
Teaching Staff (FTE)	59.95
Non-Teaching Staff (Headcount)	66
Non-Teaching Staff (FTE)	53.81
Indigenous Teaching Staff (Headcount)	4

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## Community Engagement

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### Goals & Intended Outcomes

- Strong links with local community.
- Families form strong partnerships in their child's wellbeing and learning.

### Achievements

The College enjoyed great success with all of our Year 12 graduates being gainfully employed, studying at university /TAFE or completing an apprenticeship or traineeship. The College celebrates the achievements of the Class of 2025 with the students showing great resilience, determination, compassion and kindness during their academic and applied pursuits. A high percentage of students achieved a study score above 30, with overall results being comparable to Catholic Education schools. The College Dux achieved a particularly pleasing ATAR of 99.

### Parent Satisfaction

The 2025 ORIMA cultural data that relates to families informed us that our families are generally very happy with their connection to the College and the educational provision and service that the College is providing. In particular, the families are very satisfied with the climate of the College, communication, how well the school meets their child's developmental needs and the Catholic Identity of the College.

Moving forward, we continue to work on family connection and engagement when so many of our families are not in the Nathalia district.

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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.smota.vic.gov.au](http://www.smota.vic.gov.au)