



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



Mother of God School

67 Blanche Street, ARDEER 3022

Principal: Assunta Iacovino

Web: www.mogardeer.catholic.edu.au

Registration: 1541, E Number: E1187

Principal's Attestation

I, Assunta Iacovino, attest that Mother of God School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 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 27 May 2025

About this report

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

Governing Authority Report

Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Mother of God School Mission and Vision

In Brigidine education we will:

Be faithful to our Catholic heritage.

Welcome all people, especially the most vulnerable.

Celebrate all that is good with joy and gratitude.

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

Image and practise justice and service.

Mother of God School Values and Objectives

Our Moral Purpose

To Learn

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

To Love & Care

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

To Serve

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

To Empower

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

School Overview

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

Ours is an inclusive learning community of 125 beautiful students. We remain committed to providing engaging and rigorous learning and teaching programs focused on the needs of the individual child. We are guided by our School Improvement Plan (including Brigidine Core Values and Moral Purpose). We believe this is best done in partnership with families, and we work strategically to strengthen the learning partnership, so that students' outcomes are enhanced.

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

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

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

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

Principal's Report

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

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

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

In 2024 we continued the implementation of our School Improvement Plan (2023 - 2026). Our

improvement strategies in 2024 centred on co-creating the conditions to enable challenging learning for all. We achieved this through building understanding and capacity of all to use assessment for continuous learning growth and by designing a renewed framework for a culture for professional growth.

Learning and Teaching is the core work of Mother of God School and we continue to strive for excellence. In 2024 we continued our key focus on ensuring that the individual needs of all students are supported across all learning areas. Our commitment to quality inclusive programs that support social and emotional development and all aspects of student services are highlighted in this Annual Report to the School Community.

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

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

- Ardoch Youth Foundation which provides learning opportunities that include Robotics programs, Numeracy Buddies and Learning through Lunch at Charcoal Lane restaurant.

We are grateful for our ongoing partnerships with them.

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

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

Catholic Identity and Mission

Goals & Intended Outcomes

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

In the area of Catholic Identity and Mission in 2024 we focused on:

- Re-invigorating processes for staff formation and family formation that nurture the vision, mission and liturgical life of the school, making explicit its connection to traditions, celebrations and programs.
- Investigating current staff knowledge on the liturgical life of the school including, school prayer and the Brigidine charism.
- Referencing the school vision with connections to processes and practices across the school.

Achievements

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

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

The strong focus on our Catholic identity at MOGS ensures that a sense of hope and

purpose is always maintained. The values, scripture, prayer and liturgy in the Catholic tradition permeates the life of the school. We aim to develop young people who have a deep understanding of Catholic teachings, appreciate religious values, who are positive about life, who have a sense of their own worth and of their contribution to the world. We hope they will be able to apply the religious values they have acquired in the context of the community in which they live and work.

In 2024 we continued to build our Catholic identity by focusing on the following statement from our school vision; 'Be faithful to our catholic heritage'. We began the year with a reflection about what it means to be 'catholic' and how to place this front and centre in all that we do. We also focused on the significance of 'heritage' as a precious gift that we have been given to treasure and to pass on to others. This led us to continue our focus on staff formation in order to give staff the knowledge and confidence to pass on the precious heritage of faith to our students and families.

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

In 2024 we focused on reinvigorating processes for family faith formation, which usually occur as we are preparing the children to celebrate Sacraments, by designing family faith nights within the school rather than outsourcing this as in previous years. This gave us more direct

opportunities to nurture the vision and mission within our particular context while also supporting families to participate fully in the liturgical life of the school.

The school community at Mother of God School is actively involved in whole school liturgies and the Thursday parish Mass. The structured approach to involvement in parish

liturgical celebrations continued in 2024, with different classes rostered to attend each week. In 2024 we provided students with many more opportunities to take active responsibility for parts of the liturgy and to participate fully in liturgies at both a school and parish level. Students have a high level of involvement both in weekly parish liturgies and whole school liturgies where they participate in the various roles as readers, singers and in conducting special jobs such as presenting the gifts at the offertory and bringing in special symbols

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

Value Added

In 2024, we started the year with staff Mass with our sister school, St Theresa's, Albion, followed by a shared morning tea with all staff from St Theresa's and Mother of God School (MOGS). This strengthens our identity as Parish schools and strengthens the bonds of friendship and collaboration between us.

Staff were supported in their formation by continuing to explore learning about our Catholic faith traditions and how these intersect with contemporary life (Faith and Life Inquiry).

The annual Mass for the healing of the sick was a highlight in 2024 with both parishioners and residents of the local aged care facility invited to celebrate a healing Mass as well as join us afterwards for a special luncheon served by the senior students.

To deepen the significance of Sacraments and how they affect our lives, we conducted prayer retreats with candidates when preparing to celebrate Sacraments.

Our Brigidine core values which form the Vision of our school were lived out especially in the outreach work that was undertaken by the MOGS staff during 2024. For our families who are

experiencing any kind of difficulty, pastoral support is available through reaching out to staff in leadership positions and classroom teaching positions.

Regular community conversation times were provided so that the parent community could come together in support of each other. Our thanks goes to Sr To Anh Bui and Ms Arek Mamur, who are the Vietnamese and South Sudanese liaison staff respectively, for the support and care they show to members of our community .

Learning and Teaching

Goals & Intended Outcomes

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

In the area of co-creating the conditions to enable challenging learning for all in 2024 we aimed to:

- Support teacher teams in planning instruction that challenges all students at different stages on the learning continuum.
- Support school leaders to work collaboratively to isolate patterns in student assessment and achievement data, correlate interventions, and locate, co-construct and lead contextualised improvement strategies.

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

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

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

- Provide teachers with opportunities to receive feedback on classroom practice, as well as strategies or support to analyse the feedback.
- Provide coaching or mentoring on a consistent basis.
- Support teachers to critique their use of teaching strategies depending on context, content and evidence

- Support staff to develop and facilitate professional learning that aligns with both the school improvement plan and identified challenges for student learning.

Achievements

Our main achievements in 2024 were that we:

- Trialled our revised assessment schedule.
- Prioritised regular PLC meetings to analyse data resulting from the revised assessment schedule and applied our insights to whole class, small group and individual learners.
- Developed understandings about Universal Design for Learning and tiered intervention through whole school participation in the final modules of the 'MACS Intervention Framework' PL.
- Used the 4 resources model as a framework for developing units of work in Reading.
- Deepened our knowledge and understanding of the needs of Refugee and refugee like families through the Refugee Education Support Program (RESP)
- Further developed practices in tracking the learning of refugee, newly arrived and EAL students using the EAL reporting tool.
- Reviewed and revised practices in collecting socio linguistic data for refugee and newly arrived students.
- Delivered learning support to refugee and newly arrived students.
- Introduced the MACS Vision for Instruction.
- Applied the MACS Vision for Instruction and Explicit Teaching Sequence in the curriculum area of Mathematics and Reading.
- Participated in MACS Maths Flourishing Learners PL for teachers
- Participated in MACS Maths Flourishing Learners PL Masterclasses for Teaching and Learning leaders
- Participated in MACS Literacy Flourishing Learners PL Masterclasses for Teaching and Learning Leaders. This involved 6 workshops across the year promoting explicit teaching practices.
- Made greater use of learning progressions especially in reading in JLC to track learner growth and progress.
- Participated in MACS Western Region Maths, Literacy and RE networks.
- Participated in a 2 day conference at St Paul Apostle Doreen with Ron Ritchardt Harvard Project Zero to learn more about developing Cultures of Thinking at MoGS (Leadership team only)
- Conducted 2 PL sessions for teachers on return from this and gained agreement for a whole school commitment to developing Cultures of Thinking at MoGS.
- Leadership prioritised one staff meeting per term to support staff to develop confidence and competence in teaching Aboriginal and Torres Strait Islander histories and cultures across the curriculum.

Student Learning Outcomes

School based assessments:

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

The following is a summary of Growth Data from the end of 2023 to the end of 2024 in

Reading:

Year 1-2

School Growth 1.42

National Growth 11.68

Growth difference - 10.26

Year 2-3

School Growth 12.34

National Growth 9.77

Growth difference +2.57

Year 3-4

School Growth 14.48

National Growth 6.88

Growth difference +7.6

Year 4-5

School Growth 4.3

National Growth 5.23

Growth difference - 0.93

Year 5-6

School Growth 5.77

National Growth 3.62

Growth difference +2.15

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

Recommendation for 2025: Improve consistency of excellent practice across the school in order to improve progress for all students.

The following is a summary of Growth Data from the end of 2023 to the end of 2024 in

Mathematics:

Year 1-2

School Growth 0.16

National Growth 7.47

Growth difference -7.31

Year 2-3

School Growth 3.25

National Growth 4.5

Growth difference -1.25

Year 3-4

School Growth 4.63

National Growth 3.3

Growth difference +1.33

Year 4-5

School Growth -2.78

National Growth 2.1

Growth difference - 4.88

Year 5-6

School Growth 2.92

National Growth 1.2

Growth difference 1.72

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

Recommendation: That Maths continues to be an area of focus for development and Professional Learning for staff at Mother of God. Improvement in Mathematics is a priority area for Mother of God and all of MACS schools in 2025 and beyond.

Students who are identified as requiring additional support in learning are prioritised for intervention programs in literacy, numeracy and social and emotional learning support.

NAPLAN

The following is a summary of the student learning outcomes in NAPLAN in 2024:

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

Reading 89%

Writing 90%

Grammar and Punctuation 84%

Spelling 84%

Numeracy 85%

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

Reading 66 %

Writing 71%

Grammar and Punctuation 73%

Spelling 66%

Numeracy 73%

All areas of Year 3 and 5 NAPLAN showed improvement from 2023 to 2024 except for Yr 5 Spelling.

Grammar & Punctuation Year 3:

84% of yr 3 students were at or above national minimum standard for grammar and Punctuation. This represents a 25 point improvement in Yr 3 Grammar and Punctuation data, placing MoGS students equivalent to state and national means.

Grammar and Punctuation Year 5:

73% of Yr 5 students were at or above national minimum standard for Grammar and Punctuation. This represents a 6 point improvement in Yr 5 Grammar and Punctuation data, placing MoGS students below state and national means when compared to 2023.

Numeracy Year 3:

85% of yr 3 students were at or above national minimum standard for Numeracy. This represents a 16 point improvement in Yr 3 Numeracy data placing MoGS students below but much closer to the state and national mean when compared to 2023.

Numeracy Year 5:

73% of Yr 5 students were at or above national minimum standard for Numeracy. This represents a 27 point improvement in Yr 5 Numeracy data placing MoGS students below but much close to the state and national mean when compared to 2023.

Reading Year 3:

89% of Yr 3 students were at or above national minimum standard for Reading. This represents a 10 point improvement in Yr 3 Reading data, putting MOGs students equivalent to the state mean.

Reading Year 5:

66 % of Yr 5 students were at or above national minimum standard for Reading. 20% (3 students) were not at standard. This represents a 15 point improvement in Yr 5 reading data, putting MoGS students at the national mean but 15 points below the state mean.

Spelling Year 3:

84% of Yr 3 students were at or above national minimum standard for Spelling. This represents a 24 point improvement in yr 3 spelling data when compared to 2023, placing MoGS students above both national and State mean.

Spelling Year 5:

66% of Yr 5 students were at or above national minimum standard for Spelling. This represents a 30 point decline in Yr 5 Spelling data, placing MoGs students below both national and state mean.

Writing Year 3:

90% of Yr 3 students were at or above national minimum standard. This represents a 28 point improvement in Yr 3 writing data placing MoGS students above the state and national mean.

Writing Year 5:

71% of Yr 5 students were at or above the national minimum standard for Writing. This represents a 24 point improvement in yr 5 writing data, placing MoGS students equivalent to the state mean and above the national mean.

Improvement in almost all areas of NAPLAN assessment is a good result and needs to be built on in the future

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	411	59%
	Year 5	486	62%
Numeracy	Year 3	390	50%
	Year 5	471	69%
Reading	Year 3	417	78%
	Year 5	490	77%
Spelling	Year 3	411	71%
	Year 5	477	69%
Writing	Year 3	432	89%
	Year 5	493	83%

*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.

Student Wellbeing

Goals & Intended Outcomes

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

In the area of Student Wellbeing we aspire to build positive relationships throughout the whole school community by knowing our students and their families well, developing deep connections with them so that they feel safe and connected to school at all times, monitoring students when we are made aware of or notice changes in the way students present at school, by proactively teaching skills to support development of social skills and emotional regulation skills and, finally, by providing clear expectations and reinforcement for positive behaviours for learning.

Achievements

Some of our initiatives in 2024 included :

Implementation of weekly Social and Emotional Learning (SEL) classes based on The Resilience Project, a program focused on three key pillars that have been proven to cultivate positive emotions: Gratitude, Empathy, and Mindfulness (GEM). In addition to these pillars, the program emphasises Connection, Purpose, Kindness, Emotional Literacy, and Physical Health. These principles were integrated into weekly Social-Emotional Learning (SEL) lessons for all students by the Student Wellbeing & Mental Health Leader.

The implementation of The Resilience Project extended beyond the classroom and into the home, with a well-attended parent workshop run at school and designed to introduce The Resilience Project to families and to strengthen the connection between families and their children. It was heartening to see so many parents actively engaging in this initiative to foster a supportive environment for their children's wellbeing.

The Mental Health in Primary School continued in 2024. This state government funded initiative provides funding to employ a mental health and wellbeing leader (MHWL) in every government and low-fee non-government primary school in Victoria. Our MHWL is a qualified teachers registered with the Victorian Institute of Teaching, who works across the school to implement a whole-school approach to mental health and wellbeing for students, staff, and families based on a broad knowledge of the needs of the school community. This includes:

- building the capacity of school staff, in particular classroom teachers, to identify and support students with mental health concerns in the classroom
- supporting the school to create clear referral pathways internally (within school) and externally (to community services) for students identified as requiring further assessment and intervention
- coordinating targeted mental health support for students by working with regional staff, school wellbeing and leadership teams, teachers, parents/carers, and external agencies.
- The MHWL role focuses on mental health and wellbeing promotion, prevention and early intervention, rather than the implementation of clinical or allied health approaches.

Counselling services with a qualified psychologist continued to be available at MoGS for students in 2024 through online telehealth sessions. In order to access this service, parents are asked to obtain a Mental Health Care Plan providing students with access to 10 telehealth sessions. This has proven to be both effective and financially accessible for our families. The ongoing support offered through this program has contributed to positive mental health outcomes for our students.

Personalised Play Plans were also instrumental for many students at MOGS who faced social challenges. These individualised plans were tailored to address each student's unique needs, helping them to develop social skills, engage in meaningful play, and better understand the social dynamics of the playground. To ensure the success of these plans, an additional staff member was assigned to monitor yard activities and ensure the strategies were consistently implemented. These efforts helped guide students in regulating their emotions and navigating social interactions more effectively.

In 2024, MOGS began a 2 year commitment to The Refugee Education Support Program (RESP). This is a program aimed at assisting schools to identify and implement strategies which have a positive impact on the achievement, engagement, and wellbeing outcomes of students from refugee backgrounds and their families. This program is jointly funded through Foundation House and The Centre for Multicultural Youth. A dedicated team at MOGS leaders has implemented a series of strategies including staff education and developing school policies and practices that are more inclusive of children and families from refugee and refugee-like backgrounds.

In 2024, all staff at Mother of God School participated in ongoing learning about the Victorian Child Safe Standards and mandatory reporting requirements to ensure they are equipped to uphold child safety and promptly address any concerns, prioritising the wellbeing and protection of students.

In 2024, we redesigned our MoGS student leadership roles giving all senior students a role in leadership and, through this, an opportunity to have a voice in important issues affecting students at MOGS. At MOGS, student leadership is a valuable opportunity for students to develop critical skills in leadership, organisation and community engagement. These roles allow students to contribute to decision-making processes and take responsibility for a range of school activities. Throughout the year, leadership teams met regularly with an allocated staff member to guide their initiatives and projects. The leadership teams included:

- School Captains and Vice Captains
- Social Justice Leadership Team
- Wellbeing Leadership Team
- Community Development Leadership Team
- Environment and Sustainability Leadership Team
- Sport and Health Leadership Team
- ICT Leadership Team

The Student Wellbeing Leader and the Learning Diversity Leader worked collaboratively to ensure that wellbeing and diverse learning services were accessible to all students, creating an inclusive and supportive environment.

Value Added

A notable experience for our School Captains in 2024 was their participation in the Dynamic Young Citizens program, hosted by the Brimbank Council. This program covered four key components:

- Learning about local government and its role in promoting health and wellbeing within the community.
- Exploring processes used to enhance health, wellbeing, and social connectedness in Brimbank.
- Discussing ideas for community improvement with the Mayor, Councilors, and relevant council departments.
- Empowering students to have a voice and advocate for change on issues that affect them youth

Additionally, the Passive Play Area continued to provide students with alternative activities during break times. In 2024, we introduced new features, including a whiteboard, Lego, and small cars and trucks which are used on a carpeted area which resemble a road map or

small town. These additions have contributed to enriching the play experiences of the students using this space.

Positive Behaviour Management at MOGS is an area of great progress. In 2024, the school saw an improvement in student behaviour, with fewer behavioural issues reported. The introduction of the raffle ticket system has been particularly effective in reinforcing the school's eight expectations, encouraging positive behaviour throughout the school community. This system continues to play a key role in promoting a respectful and positive environment at MOGS.

Student Satisfaction

MACSSIS 2024 data indicates that students at Mother of God feel safe at school (77%) and have access to and support from staff members who help them to feel connected and respected while at school (66%). Students report that there are rigorous expectations (83%) and are positive about their relationships with their teachers (72%). They have a sense of belonging (79%) to the school community and engagement in learning has become stronger going from 47% in 2023 to 59% in 2024.

This data suggests that most students are positive about their school experience (overall 69% positive endorsement) and the area of student engagement has improved dramatically.

Student Attendance

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

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

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

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

Average Student Attendance Rate by Year Level

Y01 84.5%

Y02 91.4%

Y03 88.2%

Y04 92.9%

Y05 93.3%

Y06 93.1%

Overall average attendance 90.5%

Average Student Attendance Rate by Year Level	
Y01	90.0
Y02	87.7
Y03	92.1
Y04	89.1
Y05	94.9
Y06	91.5
Overall average attendance	90.9

Leadership

Goals & Intended Outcomes

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

In the area of Leadership and Management in 2024 we aimed to:

- Implement changes to Learning and Teaching as required by the MACS Vision for Instruction. This involved a focus on the sequence for instruction resulting in greater focus on phonemic awareness and phonics knowledge in Reading and more explicit instruction sequences in Maths
- Continue to expand our leadership structures to include Teacher Leaders
- Continue the professional Learning community (PLC) structure to build practice in whole school priorities
- Continue to develop induction processes for new staff or for existing staff who progress to new roles within the school
- Complete the MACS Intervention Framework modules
- Re-invigorate processes for religious formation of staff that nurture the vision, mission and liturgical life of the school, making explicit its connection to traditions, celebrations and programs

Achievements

In 2024, the main focus of our improvement strategies were in the areas of Reading and Mathematics. We continued to:

- Build teacher pedagogical knowledge in Reading and Maths and develop whole school learning and teaching strategies aligned with the MACS Vision for Instruction
- Build capacity of teachers to collect and analyse data as directed by the whole school assessment schedule and to use the information gained to plan next steps in student learning

The Teacher Leader and School Leader teams worked collaboratively to plan PLC meetings, support implementation of agreed processes in classrooms and collect feedback. Teacher leaders met with school leaders regularly to plan and monitor the above work and to ensure

the flow of information between the teacher leader team and school leaders and then to classroom teachers.

We continued our learning of multi tiered levels of support for student learning through completion of the MACS Intervention Framework. As a result of this, we began a continuous process of reviewing our MOGS assessment schedule (Tier 1) to ensure we are collecting relevant and timely data to ensure a comprehensive understanding of student needs. Data collection through focused observations, running records and conferencing times in the literacy block was also built into the assessment and data analysis schedule. We also began to build staff knowledge of Tier 2 assessments to assist with planning Tier 2 interventions for students who require them.

In order to support teacher teams to plan instruction that challenges all students at different stages on the learning continuum, we developed staff understandings about continuums of learning and about the use of curriculum learning progressions to support analysis of data in order to map beginning points for learning.

As part of a continued focus on personalised staff professional learning, we developed shared understandings about evidence based inquiry cycles to improve teaching and learning and supported staff to reflect on their teaching practice and engage in professional learning that aligns both with the school improvement plan and identified challenges for student learning.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<p>In 2024 PL programs have included</p> <ul style="list-style-type: none"> • Developed understandings about Universal Design for Learning and tiered intervention through whole school participation in the final modules of the 'MACS Intervention Framework' PL. • How to use the 4 resources model as a framework for developing units of work in Reading. • The Refugee Education Support Program (RESP) facilitated by Foundation House and Centre for Multicultural Youth deepened our knowledge and understanding of the needs of Refugee and refugee like families We were able to further develop practices in tracking the learning of refugee, newly arrived and EAL students using the EAL reporting tool. <p>We also reviewed and revised practices in collecting socio linguistic data for refugee and newly arrived students and we delivered learning support to refugee and newly arrived students.</p> <ul style="list-style-type: none"> • Introduction of the MACS Vision for Instruction. We applied the MACS Vision for Instruction and Explicit Teaching Sequence in the curriculum area of Mathematics and Reading. • Participation in MACS Maths Flourishing Learners PL for teachers • Participation in MACS Maths Flourishing Learners PL Masterclasses for Teaching and Learning leaders • Participation in MACS Literacy Flourishing Learners PL Masterclasses for Teaching and Learning Leaders. This involved 6 workshops across the year promoting explicit teaching practices. • Participation in MACS Western Region Maths, Literacy and RE networks. • Participation in a 2 day conference at St Paul Apostle Doreen with Ron Ritchardt Harvard Project Zero to learn more about developing Cultures of Thinking at MoGS (Leadership team only) 	
Number of teachers who participated in PL in 2024	10
Average expenditure per teacher for PL	\$1843.90

Teacher Satisfaction

MACSSIS data from the staff survey indicates that both teachers and non-teachers are positive about their relationship with the school leadership team (92%). They feel safe when mistakes are made (82%) and there is a high level of confidence in working together as a

team

(80%) to improve learning and teaching. The teachers view the Principal as a faith leader (78%) particularly in the dimensions of Catholic identity in the life of the school.

Teachers indicated that the amount and quality of the feedback they receive (59%) is an area that has improved but there is still room for future growth.

Teacher Qualifications	
Doctorate	1
Masters	5
Graduate	6
Graduate Certificate	2
Bachelor Degree	9
Advanced Diploma	4
No Qualifications Listed	5

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	19
Teaching Staff (FTE)	13.88
Non-Teaching Staff (Headcount)	19
Non-Teaching Staff (FTE)	12.53
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goals & Intended Outcomes

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

In the area of Community we aspire to be an 'outward looking' school community that works in partnership in order to enhance student learning. In 2024 we aimed to:

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

Achievements

Achievements

Building on the success of 2023 we realised we still had a lot of work to do to build our community as we continued to feel the impacts of Covid. The above goals were part of our ongoing commitment to engaging our community and adopting best practice from emerging and past research to implement this. The goals were designed to enable our students to have engaging learning experiences that equip them for the future. The people they would meet over the year would be from a broad range of organisations and backgrounds. For many, they were people they would be unlikely to otherwise meet, including marine scientists, indigenous leaders, artists and others.

Below is a summary of the highlights achieved during 2024:

We started the year with a popular favorite, Kaboom Sports. This event saw over 80% of our children and families attend an after school outdoor event with a combination of sports, dance and a shared meal. It was a fantastic start to the year and set the foundation for more events to engage the community.

Home visits were again offered in Term 1. These were offered to all new families and established families who requested them. Popular throughout the year levels, this was taken up by the majority of the school's families. This unique experience has proved to be a real kick-start to the year for children and families as school staff visited children's homes building relationships and lasting insights between all participants. Families who did not opt for a home visit, had the opportunity to participate in a meeting at school. Once again we used the Seesaw platform which was personalised for each year level. The platform has proved to be very engaging for students and accessible for families making clear connections to learning and an easily accessible way to communicate between teachers and families.

Learning Walks were provided to parents across years prep to 4. These focused on highlighting how the school supports students in Social and Emotional learning, Inquiry as well as pedagogical practices in Reading and Maths. Much of the focus was on how parents and teachers can build on and enrich what is offered in the school or home environment. A series of opportunities were also created for the families to be involved in school life including a school concert at the end of Term 3 showcasing student learning in the Performing Arts program. Our practice of all staff being out in the pick up area at the end of the school day. This provides opportunities for parents to touch base with educators on a daily basis. This practice is complemented by other ways of maintaining regular contact with parents including phone calls, Seesaw posts, newsletter articles, student awards and three way chats.

To build children's rich learning through community engagement and partnership we successfully gained funding for the following programs through grants and partnerships. This enabled us to participate in a range of activities that we would otherwise have not been able to do. This included:

- Two Marine based learning excursions at the Jawbone Marine Sanctuary in Williamstown enabled the Prep and grades 4/5/6 students to experience firsthand science based learning around ocean literacy. We were joined by marine scientists, a Parks Victoria Ranger and an Indigenous leader. These people taught us about the marine and coastal environments that connected to Inquiry learning at school (Brimbank Council funded).
- We also linked with the Victoria Police Community Policing Unit. They visited the school and delivered \$2500 of cyber education and online safety programs to the staff and children.

- A partnership with the Ardoch Foundation resulted in us delivering 9 great partnership events over the year. Highlights included a Writer in Residence Program where an established author worked with Grades 2/3 (Carmella) to create their own book which was launched by a Brimbank Counsellor and featured in the local paper. We also had an indigenous art program across 4 classes where children created a series of beautiful paintings of Bunjil the eagle, a whole school excursion to the zoo and a senior excursion to the museum.

Thanks to our volunteers we delivered the Helping One Student To Succeed (HOSTS) program. This weekly program helps children develop a love of reading. The children learnt with volunteers and they received free picture story books at the end of the year. School staff collectively led the program recruiting and supporting volunteers from our parish and local area. We are proud of this program because it helps students to build trusting relationships with older people who teach them to love reading and help them to gain confidence and increase their self-esteem.

For our senior students a Council grant enabled our Grade 6 students to participate in a Primary to Secondary school Transition program. Students met with peers from our two partner schools and representatives from 5 feeder secondary schools. They learnt about what secondary school would be like as well as developed connections and practiced new social skills with peers that they would be with in 2025.

We also participated in a series of events led by Brimbank Council. This included the Dynamic Young Citizens Leadership Program. This program is targeted at grade 6 students from 6 local primary schools. It is aimed at supporting the development of leadership and advocacy skills in students.

MOGS also participated in the National Resilient Youth Survey, which measures the mental health of young people and enables comparison to students' responses across Australia. This data is very helpful at a school level in helping to identify students' mental health needs.

In 2024 we continued with the playgroup for preschoolers. This free program incorporated existing students reading a children's book to the pre-schoolers and parents in the multipurpose room. Families then visited the school garden and participated in an activity led by the garden educator and connected to the book the children had heard.

The school garden had another productive year with our educator Joanna from Cultivating Communities leading the way. The chickens enjoyed lots of attention from the students, the garden beds flourished, and students grew and harvested produce as well as cooking and developing a deeper understanding of nature's processes. This was delivered by Joanna Temme in both outdoor and indoor learning spaces, where her horticultural and teaching background enabled her to design a program for all year levels. This could not have been achieved without the generous support of our partners which included parents who watered and cared for the garden after hours, CERES, Bunnings and Brimbank Council for donations.

Other successes included receiving \$5,000 in grants from Landcare which enabled us to do tree planting and freshwater studies along the local Kororoit Creek. Additionally a partnership with our cluster schools has meant we will share \$25,000 from the Port Phillip Bay Fund. This will enable us to provide the students with a series of fully funded coastal excursions in 2025 with indigenous and marine science educators.

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

Parent Satisfaction

Parents reported high levels of satisfaction through MACSSIS 2024. School climate (94%) and school fit (84%) suggests that parents feel that Mother of God School provides a good social and learning environment for their children. They feel that the school is a safe place (84%) and appreciate the timeliness, frequency, and quality of communication (84%) between the school and families.

The school appreciates that family engagement (56%) enhances learning and will continue to develop authentic opportunities for parents to access and share experiences with their children.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.mogardeer.catholic.edu.au