



Melbourne Archdiocese  
Catholic Schools

# 2025

## Annual Report to the School Community



### St Brigid's School

1 High Street, HEALESVILLE 3777

Principal: Therese Dwyer

Web: [www.sbhealesville.catholic.edu.au](http://www.sbhealesville.catholic.edu.au)

Registration: 1013, E Number: E1086

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## Principal's Attestation

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I, Therese Dwyer, attest that St Brigid's School is compliant with:

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

Attested on 15 May 2026

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## About this report

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St Brigid's 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](#).

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## Governing Authority Report

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Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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### SCHOOL MOTTO

*Grow in Wisdom and Love*

St. Brigid's Catholic Primary School has the great Irish saint, Brigid, as its patron. It is her example of faith and charity that has inspired our school motto.

### VISION STATEMENT

*A Christ-centred community:*

*Learning from the past*

*Challenging the present*

*Creating the future*

### MISSION STATEMENT

At St Brigid's Catholic Primary School we aim to:

- enable students and staff to be faith filled members of a strong Catholic culture by living life in the Catholic tradition (Education in Faith)
- create a work environment characterised by shared vision, a strong sense of team work, and a focus on continuous improvement to make our school accessible to all Catholic families and those who appreciate, value and share the educational mission and ethos of the Catholic Church (Leadership and Management)
- build and sustain a school community in which all members work together in positive partnership to strengthen educational communities (School Community)
- maximize students' sense of wellbeing and engagement with school to grow safe, resilient, social students (Student Wellbeing)
- engage and challenge all students, and to improve literacy and numeracy outcomes to ensure high achievement for all (Learning and Teaching)

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## School Overview

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St Brigid's School was established in 1901 and is situated in the historic town of Healesville, within the beautiful Yarra Valley. Originally known for its timber, Maroondah Dam and Healesville Sanctuary, the town and valley are fast becoming one of the country's finest wine-producing areas. It is indeed a lovely environment in which to live and work.

Children attending St Brigid's travel from Yarra Glen, Dixons Creek, Chum Creek, Badger Creek and Toolangi. Many of these travel by bus each day in conjunction with Healesville Secondary College. The school itself comprises several buildings that adequately cater for the needs of the children and staff, and the playing areas provide for a range of activities.

The school's curriculum is based on the current Victorian Curriculum and is adapted to meet the needs of the individuals and groups at our school. Our religious education program follows the current Archdiocese of Melbourne Religious Education Curriculum Framework.

We aim to create a school where every student and staff member is empowered, challenged, and supported to achieve continuous growth and improvement in a collaborative environment, enabling each student to flourish in a Catholic context.

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## Principal's Report

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It is with great pleasure that I present the 2025 Annual Report to our school community. This year we celebrate the many achievements made possible through the rich and diverse range of programs offered to our students and the unwavering dedication and passion of our staff. At St Brigid's Catholic Primary School, our strong partnership with the parish and the wider community continues to support high-quality teaching and learning across all areas of the curriculum.

Our students remain firmly at the heart of everything we do. Throughout 2025, we continued to prioritise student voice and meaningful parent engagement, ensuring that each child is known, valued, and supported on their educational journey. As an active participant in both the School Improvement Learning Collaborative and the Rural Community of Practice, St Brigid's Catholic Primary School embraces data-informed decision-making to continuously enhance teaching and learning. These collaborations, alongside our engagement with other Catholic schools in the Eastern Region, have been further strengthened through our focus on the MACS Vision for Instruction and the newly released Vision for Engagement.

Our dedicated and experienced staff are deeply committed to achieving the best outcomes for every student. In 2025, staff demonstrated remarkable determination and professionalism as they embraced significant changes in literacy and numeracy instruction, transitioning to an explicit, structured approach. This shift reflects our commitment to aligning pedagogy with contemporary research and best practice in the Science of Learning, ensuring improved learning outcomes for all students.

In addition, 2025 marked the conclusion of our previous school review cycle. This provided valuable opportunities for reflection and future planning, with support from an external reviewer. The review process engaged all stakeholders in meaningful consultation and culminated in the development of a new School Improvement Plan for the next four years. The review identified the following key recommendations for the school:

- \* Strengthen student learning within a culture where all are supported to grow and flourish.
- \* Enhance student well-being, resilience, and engagement.
- \* Build community engagement.

A central aspect of our mission is to support students in coming to know Jesus Christ and living out Gospel values in their daily lives. Throughout 2025, students participated in numerous opportunities for prayer and worship, with Masses and liturgies celebrated both in our school gymnasium and at the parish church. Our connection with the parish was further strengthened, particularly through our growing relationship with the Parish Care Group.

From Prep to Year 6, students enjoyed a rich and engaging year of learning through our specialist programs, including Bush School, Performing Arts, STEM, Physical Education, Visual Arts, and Library. The year also saw the continued implementation of \*Teachers as Co-Learners of Language\* in Italian. We are proud of the vibrant, supportive, and welcoming learning community we continue to foster at St Brigid's Catholic Primary School.

In closing, I extend my sincere thanks to Fr Francis Denton for his ongoing support and leadership, and I wish him well as he prepares to move to a new parish in 2026. I also congratulate our students, families, and staff for their outstanding efforts and commitment throughout 2025.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

In 2025 our Annual Action Plan Goals and Intended Outcomes relating to the Religious Dimension include -

- To establish an approach to teaching Religious Education that is underpinned by the Pedagogy of Encounter
  - That curriculum is meaningful and relevant
  - That content is re-contextualised
  - That students are engaged in their learning in Religious Education
  - That the teaching of Religious Education is consistent across the school

### Achievements

#### Religious Education and Faith Formation

The 2025 school year began with our whole school community gathering for a Mass to mark the start of the year. This special occasion also allowed us to reflect on the story of our patron saint, St Brigid, and honour the legacy of the Kildare Sisters. Strengthening our ties with the parish, the Religious Education Leader and Principal met with Fr Francis Denton, our Parish Priest, to plan key liturgical events and organise the Sacramental program for students in Years 3 to 6. These regular monthly meetings have further deepened the partnership between school and parish.

#### Liturgical Celebrations and Sacraments

Senior students attended the Ash Wednesday Parish Mass, while Prep to Year 4 students participated in classroom liturgies and received ashes blessed by Fr Francis.

Our Sacramental Program continued to support students on their faith journey:

- Year 3 students prepared for and celebrated the Sacrament of Reconciliation, supported by classroom teaching and a parent-child reflection evening.
- Year 4 students received their First Eucharist. Staff attended, and students were later acknowledged at assembly with congratulatory cards from peers and staff.
- Year 6 students participated in a Confirmation Retreat Day at Pallotti College in Term 3. The Sacrament of Confirmation was presided over by Fr Tony Kerin with Fr Francis assisting. Again, students were congratulated at assembly in recognition of this important milestone.

#### Prayer and Spiritual Practice

Prayer is embedded in the daily life of our school. Each classroom has a dedicated prayer table reflecting the liturgical season, and students gather each morning for prayer. Teachers use a range of resources, including online platforms, to provide diverse prayer experiences. All staff meetings begin with prayer, with leadership and teaching staff taking turns leading them throughout the year.

### **Masses and Community Liturgies**

Classes are rostered to attend Thursday Parish Masses, with students actively participating through readings, responses, prayers, and song. Senior students also supported the Healing Masses, offering readings and assisting the Parish Care Group with post-Mass luncheons. Their service extended to writing and delivering cards to aged care residents within our parish community.

Throughout the year, all classes contributed to leading whole-school liturgies. Significant community prayer gatherings included Mother's Day, Father's Day, Grandparents Day, and the End-of-Year Liturgy.

### **Professional Development**

All staff engaged in a full day of professional learning facilitated by Ingrid Green, focused on The Jubilee Year with the theme Pilgrims of Hope, culminating in a mini pilgrimage to key sites in Melbourne. Additionally, staff undertook various professional learning opportunities related to liturgical preparation and planning, strengthening their ability to lead meaningful worship experiences.

### **Value Added**

- Sacramental Parent Child Preparation Evenings
- Sacramental Masses
- Fortnightly Parish Mass
- Fortnightly Whole School liturgies - recognising liturgical events
- Parish Care Group Events - Healing Mass, Parishioner luncheon, Wellbeing Day, purchasing items and packing Christmas Hampers
- Supporting HICCI (Healesville Inter-Church Incorporated) to pack Christmas Hampers
- Whole School masses - Beginning of School Year, Mass of the Sacred Heart, End of school year.
- Whole school Social Justice Market Day - raising awareness and funds for Caritas.
- Visits to the local aged-care facilities by the Year 6 Ministry team and school choir.

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## Learning and Teaching

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### Goals & Intended Outcomes

Our Annual Action Plan Goals and Intended Outcomes relating to the Learning and Teaching Sphere include

- To ensure consistent, personalised and differentiated learning and teaching approaches
  - That student growth improves
  - That teacher efficacy improves
- To establish a culture of authentic feedback for students and staff
  - That student and staff agency and empowerment improves
  - That staff learning is focused on whole school improvement

### Achievements

#### Key Focus Areas and Strategic Actions

##### Tier 1 Behaviour Support

In 2025 one of our staff's key focus areas was: *'Common behavioural language linked to the PBL to improve consistency across the school, reduce behavioural incidents and promote the PBL values to improve personal and collective respect and responsibility.'*

Staff were supported with termly professional development and coaching from a PBL and behavioural expert, Patrice Wiseman. From these sessions we worked collaboratively to refine our PBL processes and ensure that behaviour expectations are being taught and reinforced consistently from Prep-Year 6.

##### Curriculum Development

Throughout the year all our planning shifted to reflect the 2.0 Victorian Curriculum, across all subject areas. Teachers

##### Professional Learning

In 2025 we continued our work with noted psychologist and resilience expert, Maria Ruberto. As part of our Rural COP (Community of Practice) we worked with our neighbouring, outer-east Catholic schools to host a number of parent and staff workshops, with a focus on supporting children to improve their emotional regulation and resilience.

##### Science of Reading

In light of the MACS Vision for Instruction, our teachers continued their professional development focused on the Science of Reading, with full embedding of the literacy programs UFLI (Prep- Year 3) and Phormes (Year 4-6). Throughout the year teachers worked collaboratively to strengthen and refine our delivery of these programs.

## **Review**

In Term 4 we successfully completed our School Improvement Review, with all staff given the opportunity to contribute to the process of evaluating our achievements over this improvement cycle. We also received feedback from our parent community, via our School Advisory Council and a number of student representatives from multiple year levels. In light of these goals we have developed a new School Improvement Plan, which will form the basis of our next four years of work.

## **Student Learning Outcomes**

St Brigid's student performance in the 2025 NAPLAN assessments shows some good progress, particularly in our students' mathematics knowledge and understanding. It also reaffirms our need to continue improving the consistency of our literacy instruction, ensuring that all students receive appropriate support and instruction. We have seen some very promising early results with our younger students, who have been taught exclusively using a 'science of reading' aligned approach to literacy instruction. We expect to see continued progress in this area over time.

## **Next Steps and Targeted Actions**

Following our 2025 school review, a number of new actions and next steps have been identified for our school community as we move into 2026:

- We will be taking part in the MACS Mathematics Acceleration Program (MAP)
- Professional learning about formative and developmental writing - writing to learn vs learning to write (Reading Reconsidered) - WHY, HOW and WHEN to use each across the curriculum.
- Professional learning about applying sentence-level writing in reading comprehension - F-2 and 3-6 strategies.
- Develop a writing playbook, indicating when and how to teach sentence-level and text-level writing within a knowledge-rich curriculum (e.g. gist statements about reading)
- Select a developmental continuum to build fact fluency with a focus on memorising addition, subtraction, multiplication and division facts.
- Parent education to support home learning
- Refine the use of low-variance, full-participation tactics/engagement norms via professional learning that includes peer observation.
- Support teachers to use student progress monitoring data to inform teaching and targeted support.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>					
	<b>2025 (current year)</b>			<b>2-Year Average</b>	
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	351	34%	353	34%
	Year 5	484	49%	479	55%
Numeracy	Year 3	384	54%	383	51%
	Year 5	502	77%	489	69%
Reading	Year 3	360	41%	360	44%
	Year 5	490	74%	499	79%
Spelling	Year 3	353	37%	350	34%
	Year 5	445	40%	450	47%
Writing	Year 3	397	69%	393	66%
	Year 5	462	57%	462	61%

\*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.

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## Student Wellbeing

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### Goals & Intended Outcomes

Priority 1 - Consistent and effective pedagogical practices

Goal: To ensure consistent, personalised and differentiated learning and teaching approaches

Intended Outcomes: That student behaviour and engagement improves; That student behaviour and engagement improves

Priority 2 - Authentic feedback culture

Goal: To establish a culture of authentic feedback for students and staff

Intended Outcome: That student and staff agency and empowerment improves

### Achievements

In 2025, St Brigid's Catholic Primary School remained committed to fostering an inclusive, safe, and supportive learning environment focused on the holistic development of each student. Our Positive Behaviours for Learning (PBL) framework continued to guide behavioural expectations and foster a culture of reflection, responsibility, and respect across the school. Staff engaged in targeted professional learning to strengthen consistency in behaviour management and support student wellbeing.

Key initiatives included the implementation of behaviour tracking systems, the development of behaviour flowcharts, and the consistent application of PBL expectations—Be Safe, Be Respectful, Be Kind, and Be Responsible. Regular SWIS data analysis amongst teaching teams, and PBL team meetings enabled staff to respond proactively to student needs, with particular focus on behaviour at break times, and transitioning amongst the school.

To strengthen our focus on student wellbeing, both Wellbeing Leader and Learning Diversity Leader are working collaboratively out of the LD room. This strategic change ensured that students' specific needs received the timely attention it requires in today's increasingly complex world. The school also deepened its partnerships with external support services, but also created many stronger pathways as we began partnership as a Mental Health in Primary Schools' (MHiPS) school. This is in place to help early intervention and education in helping staff support addressing student needs

Support structures such as particular groups to address individual needs have become more frequent. The support provided includes Individual Learning and Behaviour Plans, and ongoing access to school psychologists provided essential regulation, emotional, and academic assistance for students. Inclusive practices were enhanced through Extended and PSG meetings, Indigenous education initiatives, ESO support and the provision of expanded literacy and numeracy intervention and extension opportunities.

Students also had opportunities for leadership, cross-age mentoring, and input through the Student Voice team, which helped shape improvements to school resources and playground safety.

St Brigid's continues to prioritise the wellbeing of every student, ensuring they are known, valued, and supported in all aspects of their learning and development.

## Value Added

Throughout the year, a wide range of initiatives were implemented to enhance student wellbeing, build community, and support student engagement:

- Positive Behaviour for Learning (PBL): Termly celebrations at class, individual, and whole school levels. Review of Tier 1 strategies and implementation of Tier 2 interventions. Leadership team trained in Collaborative Proactive Solutions to Behaviour Management
- Sporting Events: Colour Run, Cross Country (school, division, and regional), Swimming Program, Swimming Carnival, and Hoop Time Basketball.
- Community and Celebration Days: St Brigid's Feast Day, End-of-Year Fun Day, Grandparents Morning, Mother's Day and Father's Day Celebrations, Mini Fete, and 100 Days of Prep Parade.
- Student Voice and Leadership: GRIP Student Leadership Conference, student voice meetings, and particular, targeted workshops address areas such as resilience, being an upstander and increased road safety.
- Faith-Based and School Culture Events: Sacrament Parent Evenings, visits to local community services (e.g., HICCI and Care Group), and support for community events.
- Creative and Performing Arts: St Brigid's Got Talent, school disco, Book Week parade and activities, and excursion to Mount Lilydale Mercy College musical with Year Five taster sessions.
- Wellbeing and Social Events: Guest speakers promoting wellbeing strategies, Footy Dress Day, Teddy Bears Picnic, Toasties Truck on PJ Day, and whole school SEL activities.
- Enrichment Programs: Targeted intervention groups and a variety of excursions and incursions to support learning beyond the classroom.
- Community Connections: Library and park visits, senior students assisting in community outreach, and collaboration with local care groups.

- Camps: Year Four and Year Six camps providing personal development, resilience, and bonding opportunities.

### Student Satisfaction

According to the 2025 MACSSIS Student Survey, St Brigid’s recorded positive growth across all nine domains related to teaching, learning, and student wellbeing, compared to 2024. Notable improvements included:

- An increase in excitement to participate in school activities, rising to 41%.
- Growth in enjoyment in collaborating with our classmates, increasing to 68%.
- Below the MACS average in incidents that may be considered bullying.

Importantly, student perceptions of safety and enabling safety at St Brigid’s were continuing to be on the rise. These results reflect the school’s continued efforts to foster a safe, supportive, and inclusive learning environment.

### Student Attendance

In 2025, we continued to strengthen community awareness around the importance of regular school attendance. Students with high attendance were acknowledged at the end of each term, while daily absence notifications were sent to parents, with the Wellbeing Leader actively following up with families of students showing patterns of regular non-attendance. Despite these efforts, a significant number of families took extended holidays. In response, Student Absence Learning Plans were developed in consultation with parents to support continuity of learning. Promoting consistent attendance remains a key area of focus moving forward.

Average Student Attendance Rate by Year Level	
Y01	88.61
Y02	88.55
Y03	89.94
Y04	84.68
Y05	89.06
Y06	85.25
Overall average attendance	87.68

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## Leadership

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### Goals & Intended Outcomes

#### Priority 1: Consistent and Effective Pedagogical Practices

Goal: To ensure consistent, personalised, and differentiated learning and teaching approaches.

Intended Outcomes:

- Improvement in student growth.
- Increased teacher efficacy.
- Improved student growth in Mathematics (Years 3–6).
- Improved student behaviour and engagement.
- Integration of second language teaching into daily routines.
- Continued focus on Child Safety.

#### Priority 2: Authentic Feedback Culture

Goal: To establish a culture of authentic feedback for students and staff.

Intended Outcomes:

- Improved student and staff agency and empowerment.
- Increased staff agency and professional learning.
- Enhanced student voice and feedback mechanisms.
- Greater student ability to articulate their learning and set goals.

#### Priority 3: Enhancing Catholic Identity

Goal: To develop a deeper understanding of the Catholic faith and its connection to our identity.

Intended Outcomes:

- More meaningful and relevant Religious Education curriculum.
- Increased student engagement in Religious Education.
- Greater consistency in the teaching of Religious Education.
- Strengthened teacher capacity in Religious Education.
- Improved awareness and expression of Catholic identity across the school.

## Achievements

In 2025, St Brigid's School made significant progress in strengthening teaching practice, building a culture of feedback, and enhancing Catholic identity.

### **Consistent and Effective Pedagogical Practices**

The school prioritised implementing the MACS Vision for Instruction, with a focus on explicit teaching and evidence-based practice. Staff engaged in targeted professional learning and collaborative planning, supporting greater consistency in teaching and assessment. A low-variance curriculum was strengthened through shared planning structures, while the introduction of evidence-based programs in literacy and mathematics enhanced curriculum quality. Data-informed practices and a coordinated multi-tiered approach to intervention supported improved responsiveness to student learning needs, with early evidence of learning growth emerging.

### **Authentic Feedback Culture**

A strong foundation for a culture of feedback and continuous improvement was established through a strategically aligned professional learning program and the use of data to inform practice. Opportunities for staff collaboration and reflection were strengthened, alongside processes for monitoring student progress. Students were increasingly supported in reflecting on their learning, setting goals, and tracking their progress, contributing to growing engagement and agency. Student leadership opportunities continued to promote voice and participation in school life.

### **Enhancing Catholic Identity**

The Catholic identity of the school was further strengthened by integrating prayer, liturgy, and sacramental life into daily practice. Staff formation and professional learning supported growth in Religious Education and understanding of Catholic Social Teaching. Strong parish connections were maintained through regular Mass attendance and shared initiatives. The values of St Brigid—courage, generosity, and kindness—remained central to school culture, with visible expressions of faith and increasing positive perceptions among staff and families.

## Expenditure And Teacher Participation in Professional Learning

### List Professional Learning undertaken in 2025

Professional learning at St. Brigid's in 2025 has been comprehensive, strategic and tightly aligned to the school's Annual Action Plan and the MACS Vision for Instruction, with a clear focus on improving student outcomes in literacy, numeracy, wellbeing and faith formation. It reflects a sustained commitment to evidence-based practice, collaboration and continuous school improvement.

A key priority has been the whole-school implementation of explicit instruction, particularly in literacy through a structured approach to reading, writing and spelling. Staff have engaged in ongoing professional learning to strengthen lesson design, use of decodable texts, and consistent teaching practices across year levels. This has been supported by data-informed practice, including DIBELS assessments, NAPLAN analysis and the development of new curriculum-aligned assessment tools to better reflect evolving teaching approaches. In mathematics, professional learning has included participation in Teach for Impact training and targeted PLMs focused on explicit teaching strategies and data interpretation, contributing to improved student outcomes.

Professional learning has been strengthened through collaborative structures and external partnerships. Staff have actively participated in the Rural Community of Practice, working alongside partner schools and MACS to deepen expertise in explicit teaching and mental health. School-based Professional Learning Meetings (PLMs), including the Teaching and Learning Cycle, have enabled staff to share resources, moderate practice and build collective efficacy. Engagement in the Rural Roads to Reading research project has further enhanced staff capability in assessment and early years literacy, supported by university expertise and longitudinal data.

A significant focus has been on student wellbeing and engagement, with staff undertaking professional learning through the Mental Health in Primary Schools (MHIPS) initiative to build capability in mental health literacy and whole-school approaches. This has been complemented by external expertise, including Maria Ruberto sessions for staff and parents, and targeted training in Positive Behaviour for Learning (PBL), with staff receiving coaching to ensure consistency in behaviour expectations and engagement strategies.

Professional learning in 2025 has also supported faith formation and Catholic identity, including staff participation in Jubilee Year formation, RE planning through the Community of Practice, and dedicated staff learning, such as the Pilgrims of Hope formation day and theological input linked to Blessed Carlo Acutis and the Eucharist Miracles exhibition hosted by St. Brigid's Parish.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
Finally, professional learning has been integral to whole-school improvement and review processes. Staff have engaged in structured reflection, evidence collection and targeted PLMs in preparation for the School Improvement Review, alongside annual review meetings focused on professional growth and goal setting.	
Number of teachers who participated in PL in 2025	32
Average expenditure per teacher for PL	\$1025.00

### Teacher Satisfaction

The 2025 MACSSIS Staff Survey reflects a significant and sustained improvement in teacher satisfaction across key domains, highlighting the positive impact of targeted leadership development and a strong focus on building a collaborative and supportive school culture.

Staff perceptions of Staff–Leadership Relationships increased markedly from 2023, with 92% of staff reporting positive endorsement, well above the MACS average. This reflects high levels of trust, respect and approachability within the leadership team, with 91% of staff indicating that leaders are respectful and 97% agreeing that leaders are understanding when personal challenges arise.

Instructional Leadership also showed a notable improvement, up 12% from 2023, indicating that the conditions for improving learning and teaching are increasingly strong. Staff recognised leadership knowledge of teaching practice (82% positive) and clarity of vision for learning and teaching (67% positive), supporting a shared direction for school improvement.

Other domains showed similarly strong gains, including:

- School leadership effectiveness, with increased clarity of goals and positive influence on teaching and work practices (up to 75% positive in key areas).
- Staff safety, with improvements in responsiveness to occupational health and safety concerns (up to 79% positive).
- Psychological safety, with 88% of staff indicating that mistakes are not held against them and strong confidence in speaking up and sharing ideas.
- Collective efficacy, with 85% of staff expressing confidence in their ability to support student learning.
- School climate, with strengthened collegial relationships (85% positive) and a positive working environment (65% positive).

We are proud of the significant improvements achieved across these domains. These results reflect the success of our intentional focus on leadership development, staff wellbeing, and collaborative professional practice, and have contributed to strengthening a positive, high-trust culture across the school.

<b>Teacher Qualifications</b>	
Doctorate	0
Masters	3
Graduate	5
Graduate Certificate	2
Bachelor Degree	21
Advanced Diploma	4
No Qualifications Listed	4

<b>Staff Composition</b>	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	32
Teaching Staff (FTE)	25.11
Non-Teaching Staff (Headcount)	14
Non-Teaching Staff (FTE)	8.76
Indigenous Teaching Staff (Headcount)	1

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## Community Engagement

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### Goals & Intended Outcomes

#### Priority 1: Consistent and Effective Pedagogical Practices

Goal: To ensure consistent, personalised, and differentiated learning and teaching approaches.

Intended Outcomes:

- Improvement in student growth
- Improved student growth in Mathematics (Years 3–6).
- Improved student behaviour and engagement.
- Integration of second language teaching into daily routines.
- Continued focus on Child Safety.

#### Priority 2: Authentic Feedback Culture

Goal: To establish a culture of authentic feedback for students and staff.

Intended Outcomes:

- Improved student and staff agency and empowerment.
- Increased staff agency and professional learning.
- Enhanced student voice and feedback mechanisms.
- Greater student ability to articulate their learning and set goals.

#### Priority 3: Enhancing Catholic Identity

Goal: To develop a deeper understanding of the Catholic faith and its connection to our identity.

Intended Outcomes:

- Increased student engagement in Religious Education.
- Improved awareness and expression of Catholic identity across the school.

### Achievements

In 2025, St. Brigid's School demonstrated a strong commitment to fostering authentic partnerships with families, the parish and the wider community. This resulted in increased

participation, strengthened relationships and a deepened sense of belonging across the school.

St. Brigid's school actively built strong community connections and outreach. Partnerships with local kindergartens supported successful transitions and enrolment, while students contributed to the wider community through regular facilitation of Yarra Valley FM radio segments and visits to aged care facilities, promoting service, student voice and intergenerational connection. The introduction of the MACSEYE OSHC program further strengthened support for families and enhanced school–community links.

A vibrant community culture was evident through a wide range of shared events and experiences. Faith-based celebrations, including Catholic Education Week, liturgies, sacramental programs and the Blessed Carlo Acutis exhibition, brought together students, families and parish in meaningful ways. The whole-school production, \*Monumental Mayhem\*, engaged every student and generated strong family involvement, fostering a shared sense of pride. Community events, such as the highly successful Trivia Night, along with Father's Day celebrations and other activities, strengthened connections and raised funds for school improvement initiatives.

Parent engagement was further enhanced through consultation and communication. Enrolment information evenings, surveys and ongoing opportunities for feedback ensured families were informed and involved in school decision-making. The introduction of digital platforms, including nForma and CDF Pay, improved accessibility and streamlined communication and engagement.

St. Brigid's also strengthened collaborative partnerships within the Catholic education network, working alongside neighbouring schools through the Rural Community of Practice and sharing resources and opportunities for both staff and families.

Overall, community engagement in 2025 was characterised by inclusive participation, strong partnerships and purposeful connection, contributing significantly to the school's positive culture, and ongoing development.

## **Parent Satisfaction**

In 2025, St Brigid's achieved strong results in the parent survey, reflecting continued growth in satisfaction and engagement across key areas. The data indicated a positive upward trend from 2024, highlighting the school's ongoing focus on strengthening partnerships with families and improving communication.

Improvements were evident in the Family Engagement domain, with parents reporting increased confidence in the school and stronger support from teachers in engaging with their child's learning. This suggests families felt more included, informed and valued as partners in the learning process.

The school continued to perform strongly in Barriers to Engagement, with results indicating minimal obstacles for families in connecting with the school. Gains in communication processes, access to information and staff approachability further contributed to a strong sense of inclusion and belonging.

Positive growth was also seen in the Communication and School Climate domains. Parents reported improvements in the timeliness and clarity of feedback, increased confidence in engaging with staff, and a welcoming, respectful environment where their children felt supported. Overall, the 2025 results demonstrated clear improvement across multiple domains, affirming the school's commitment to effective communication, strong relationships and a supportive, inclusive community.

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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.sbhealesville.catholic.edu.au](http://www.sbhealesville.catholic.edu.au)