



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



St Gabriel's School

237 Spring Street, RESERVOIR 3073

Principal: Laura Merrick

Web: www.stgabrielststephensreservoir.catholic.edu.au

Registration: 1289, E Number: E1122

Principal's Attestation

I, Laura Merrick, attest that St Gabriel'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 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 17 Jun 2025

About this report

St Gabriel'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](#).

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

St Gabriel's Catholic Primary school values a Catholic learning environment that creates lifelong learners that thrive in the world. This is enabled through excellence in learning and teaching and is underpinned by children's wellbeing, positive relationships and connection.

Our Vision

Our vision, brought to life through a collaborative approach with our staff and community, represents a community-focused approach to education, emphasising the importance of safety, relationships, and challenges. At its core, the image highlights the central values of Community.

Key elements include:

Knowing & Listening: Emphasizes the importance of understanding and paying attention to children, fostering trust and acknowledging that everyone is a learner.

Diversity and Connection: Showcases the value of diverse perspectives and the importance of building connections within the community.

Targeted Teaching: Focuses on tailored educational approaches to meet individual needs.

Voice, Faith, and Story: Encourages the expression of personal stories and beliefs, promoting a culture of honesty and bravery.

Collaboration & Teamwork: Highlights the significance of working together to achieve common goals, supported by values like courage, kindness, and honour.

Growth and Change: Represents the dynamic nature of learning, with symbols like a sprouting plant and arrows indicating progress and transformation.

Fun & Joy: Reminds educators to incorporate elements of happiness and enjoyment into the learning process.

Overall, our vision serves as a reminder of the holistic approach needed in education, where fostering a supportive, diverse, and collaborative environment is key to student success and well-being.

School Overview

St Gabriel's Catholic Primary School is situated in the heart of Reservoir. It is one of three Catholic Primary Schools forming the St Gabriel's Partnered Parish Schools.

St Gabriel's Primary School in Reservoir, is a vibrant Catholic educational community committed to nurturing children in the mission of Jesus Christ. Rooted in the traditions of the Catholic Church, the school embraces the core values of justice, service and compassion, inspired by the Good Samaritan Sisters and the teachings of Jesus Christ. With a rich history spanning over 90 years, St Gabriel's has consistently provided a high-quality and engaging curriculum, fostering strong relationships between families and the community. The school's vision emphasizes a community-focused approach to education, highlighting the importance of safety, relationships, and challenges, with a central focus on the values of community. Through a concept-based curriculum influenced by the Victorian Curriculum, St Gabriel's ensures that all areas of learning are deeply connected to the local context of Reservoir, enriching students' educational experiences. By integrating faith into daily life and fostering a welcoming, compassionate environment, St Gabriel's Primary School continues to fulfill its mission of educating children in the spirit of the Gospel, preparing them to live out the teachings of Jesus Christ in the world.

Fr. James O'Grady and the parishioners of the time established St Gabriel's School in 1927. In 1930 the Good Samaritan Sisters moved into the parish and took charge of the school. Over the years the Good Samaritan Sisters, supported by lay staff and the parishioners, have proudly continued the work of educating the children of St Gabriel's Parish.

At St Gabriel's, we are a multicultural community. We have many children with a language background other than English. Our families came from a vast range of cultural backgrounds and we celebrate the rich and diverse fabric of our school community. Our rich cultural diversity provides opportunity to develop mutual respect, understanding, and appreciation for differences.

Our children learn in two separate large buildings that include flexible learning spaces set up for Prep to Year 2 children and Year 3 to 6 children. Our spaces are thought about intentionally and purposefully. We believe in creating a welcoming and versatile space. Curriculum and Learning spaces are connected therefore we need a variety of spaces to cater to the differences in our curriculum.

We are committed to delivering high quality learning and teaching programs. We pride ourselves on making learning visible. Learning intentions are displayed in 'learner friendly'

language to help our learners know how I am going, where am I going? and where to next. By making learning and progress visible we empower both our learners and their parents.

Our specialist learning areas include Physical Education, LOTE (Italian), Music and Engaging with Place. We offer a unique learning with Engaging with Place. Each week, children spend time with 'land' and discover 'place' (through our farm including chickens) and our connection to Wurundjeri land. Children plant, harvest and cook our produce, learning about our world and how to give back and look after it. We discover and understand our responsibilities and our impact.

We are proud of the rich learning opportunities that we offer our families and continually seek to bring fun and joy to learning for all children and families.

Principal's Report

St Gabriel's Reservoir is a child centred, warm and welcoming school. Since 2021, school enrolments have continued to grow, enrolments in 2024 totalled 145 students. We welcomed 30 Prep children at the beginning of the 2024.

After 3 years of close partnership with St Stephen's Primary School, in March of 2024, St Stephen's Primary School community joined the St Gabriel's Primary School. The children and families were welcomed into a very familiar school setting and friendships and relationships grew quickly from a solid foundation. This was seamless as every child and staff member was welcomed and included. This was a remarkable achievement as we ensured that each child and family was supported through this experience.

At St Gabriel's, we warmly welcome every child and family into a nurturing environment where calm, connection, and care are at the heart of all we do. We deeply value the social and emotional wellbeing of our students and believe in working closely with parents, honouring them as their child's first and most important teachers. Our approach to learning is thoughtful and inclusive, with a differentiated curriculum designed to support and challenge every student. We are passionate about helping each child thrive, encouraging them to become confident, visible learners who understand their goals, recognise success, and embrace a positive, growth-oriented mindset.

It has been an honour and a privilege to lead the St Gabriel's Primary School community as Acting principal in Gemma Goodyear's absence. Her strong and visionary leadership as principal has enabled the school to continue to grow and flourish in her absence.

We thank our parent community for their ongoing commitment to their child's education and the opportunity to work in partnership with them.

Warm Regards,

Laura Jane Merrick

Acting Principal.

Catholic Identity and Mission

Goals & Intended Outcomes

Goals: To strengthen the Catholic identity of the schools in dialogue with faith, life and the world.

Intended Outcomes:

That children have a deeper understanding of themselves and the world.

To build teacher capacity in Faith teaching and learning.

To implement high quality teaching and learning experiences that are contextual, appropriate and engaging.

Achievements

At St Gabriel's, our overarching goal for Education in Faith is to strengthen the Catholic identity of the school in dialogue with faith, life and the world. We intended to do this by developing the children's understanding of their Catholic identity and the world.

At St Gabriel's, facilitated design time in Religious Education has provided educators with the opportunity to explore faith in a meaningful and reflective manner. Led by the faith leader, these sessions have encouraged educators to contextualise faith and show its relevance to the lives of all children. Using the Religious Education Curriculum Framework, we are able to integrate the three strands of learning Knowledge and Understanding; Reasoning and Responding; Personal and Communal Engagement, into our learning. .

Provocation Baskets have been a valuable tool in stimulating thought and discussion about faith. These baskets, filled with various items, have prompted children and our educators to consider faith from different perspectives and connect it to their own experiences.

We have strengthened the Catholic identity of our school by prioritising engaging and meaningful liturgical celebrations. Liturgies, feast days, and Sacraments are no longer simply observed, but are actively celebrated in ways that resonate with children and staff. These experiences are designed to foster a deeper understanding and personal connection with

their faith, encouraging active participation and creating an atmosphere of reverence and reflection.

Complementing this, the implementation of a Faith Design Framework has provided a comprehensive structure for designing Religious Education learning. This framework ensures that Catholic values and teachings are woven into the curriculum. It also encourages a critical dialogue between faith, life, and the world, helping children understand the relevance of their Faith in their daily experiences and the challenges they face. By promoting a culture of inquiry and critical thinking, the framework empowers children to explore their faith and engage with diverse perspectives, further enhancing the Catholic identity of our schools.

Value Added

Catholic identity: Families' perceptions of and engagement with the overall Catholic identity of the school: 2024 St Gabriel's -46% compared to 2023 St Gabriel's -38%.

Catholic identity: Student's perceptions of and engagement with the overall Catholic identity of the school: 2024 St Gabriel's -50% compared to 2023 St Gabriel's -53%.

Catholic identity: Staff perceptions of and engagement with the overall Catholic identity of the school: 2024 St Gabriel's -68% compared to 2023 St Gabriel's -66%.

Liturgical Celebrations within the School Community were Strengthened

Our school continued to foster a rich and vibrant liturgical life, with well-prepared and meaningful celebrations that provided opportunity to deepen the faith of children and staff.

Faith-Informed Curriculum Design

The Religious Education planning process was enhanced to explicitly integrate Catholic Social Teaching, ensuring engaging and faith-filled learning experiences that connect belief with action.

Daily Prayer with Children

Daily prayer remained a central part of school life, providing each child with opportunity to connect with the Catholic tradition every day.

Robust and Well-Established Sacramental Programs

Our Sacramental Programs remained a vital expression of our Catholic identity, with strong preparation and parent involvement.

Strengthened School-Parent Partnership in Sacramental Life

The Sacramental Program was further enriched through our close collaboration with the

parents, enabling students and families to celebrate the Sacraments in unity and shared faith.

Staff Weekly Prayer

A dedicated time for weekly staff prayer for reflection.

Increased Parish Engagement through email

Communication with the Father Pritchard around Mass attendance and Sacramental Masses

Commitment to Professional Growth in Catholic Education

Staff actively participated in Melbourne Archdiocese Catholic Schools (MACS) online professional learning opportunities, deepening their understanding of faith and pedagogy.

Principal and Faith Leader Participation in Faith Formation

The Principal and Faith Leader actively engaged in ongoing faith formation showing a commitment to nurturing the Catholic identity and prayer life of the of the school community.

Learning and Teaching

Goals & Intended Outcomes

At St Gabriel's, our overarching goal for 2024 was to cultivate learners who thrive in their world. A key component of this is ensuring significant improvement in our children's literacy and numeracy outcomes.

That children's literacy and numeracy outcomes improve.

That we are empowered learners.

That educators confidently enact strong content knowledge and pedagogical practices.

Achievements

At St Gabriel's, our overarching goal for 2024 was to cultivate learners who thrive in their world. Our intended outcomes were that our children would become empowered learners, and that our literacy and numeracy outcomes would improve.

Building teacher knowledge and understanding of the science of learning while continuing to build capacity in using the High Impact Teaching strategies to enhance our teaching pedagogy. In 2024, we specifically learnt about and implemented the teaching strategies of collaboration, multiple exposures, questioning and using feedback. We also linked our work to the explicit model of teaching by exploring current research. We have continued to refine our teaching practices and strengthening our explicit teaching instructional practices, including applying theories and practices of Rosenshine. We have continued to develop and use school wide Learning Progressions that are aligned to Victorian Curriculum.

We have focused on strengthening our children's ability to transfer explicit teaching to research and Project based experiences, through applying intentional and strategic evaluating and planning processes.

Throughout 2024 we continued to strengthen our partnerships with families using the Seesaw Learning Journal Application. Our educators provided fortnightly snapshots of the children's learning, aligning their experiences to the Victorian Curriculum.

At St Gabriel's, our educators have prioritised consistent feedback practices, routinely implemented during learning design sessions or one-on-one interactions using a structured Thinking protocol. Feedback is explicitly labelled as "feedback" to ensure clarity and impact. All leaders are following the established process for Professional Learning Meetings (PLM) and the Design approach, ensuring a clear, consistent and effective strategy across the school. This consistent approach is also being applied to teaching and learning in both Mathematics and Literacy.

A significant focus has been placed on High Impact Teaching Strategies (HITS). These are incorporated and clearly labelled within PLMs, with discussions on how they can be effectively implemented in the classroom. In Term 3, HITS were aligned with MACS'S Vision for instruction- Explicit Instruction teaching model, directly informing learning design during the planning process. We have invested heavily in professional development to enhance our teachers' expertise in literacy instruction. Literacy PLMs have incorporated professional reading, with collaborative feedback and discussion to maximise learning. Our Literacy Leader and Learning and Teaching Leader have been actively involved in these initiatives. A key focus has been the Science of Reading, with an emphasis on understanding how children learn to read from a neurological perspective.

To ensure our teachers were familiar with the Victorian Curriculum 2.0, a detailed Literacy Overview for 2024 was developed. This overview cross-references Victorian Curriculum 1.0 & 2.0, ensuring all content is addressed through comprehensive teaching and learning practices.

Mathematics Curriculum 2.0

St Gabriel's has introduced the Mathematics Curriculum 2.0, designed to deepen students' understanding of mathematical concepts and their application in real-world contexts. This curriculum aims to foster critical thinking and problem-solving skills.

To support students' learning, we use Learning Progressions to help them identify their current stage of learning and understand what they need to achieve next. These progressions, aligned with the Victorian Curriculum 2.0, provide a clear framework for both children and educators, guiding the next steps in their learning journey and ensuring continuous development.

Rich Assessment Tasks (RATs)

We have developed Rich Assessment Tasks (RATs) to offer a more meaningful and authentic evaluation of students' understanding. These tasks allow children to apply their knowledge in practical ways, providing a deeper insight into their abilities. By incorporating Learning Progressions, these assessments streamline data analysis, helping educators identify strengths and areas for improvement.

High Impact Teaching Strategies (HITS)

We are designing and implementing High Impact Teaching Strategies (HITS) to improve student learning and engagement. These strategies focus on fostering collaboration among children and educators, provide children with multiple opportunities to encounter, engage with, and elaborate on new knowledge and skills and provide opportunities for feedback amongst educators, children and peers.

Data-Driven Instruction

Numeracy data plays a crucial role in guiding our teaching practices. Our Learning and Teaching team consistently collect and analyse data to ensure we meet the needs of every child. This data-driven approach allows us to tailor our teaching strategies for optimal learning outcomes, empowering us to continuously improve and better support the diverse needs of our students

Student Learning Outcomes

STUDENT LEARNING OUTCOMES 2024

Prep - Year 2 Literacy Data PM Benchmark Literacy Assessment

Prep

76% reached benchmark or well above

24% below benchmark

Year 1 (9 children)

55% at or above benchmark

45% below benchmark

Year 2

54% at or above benchmark

46% below benchmark

2024

Pat Reading Data Grade 1

75% at or above benchmark

25% below benchmark

Grade 2

75% at or above benchmark

25% below benchmark

Grade 3 (11 children)

35% at or above benchmark

65% below benchmark

Grade 4 (10 children)

30% at or above benchmark

70% below benchmark

Grade 5/6 (7 children)

70% at or above benchmark

Year

Year 3 NAPLAN 2024 Data Summary and Key Insights

There is a positive trend in our 2024 NAPLAN data, with an increased number of students achieving within the Strong and Exceeding achievement bands across several domains.

Reading - Over 50% of students achieved in the Strong or Exceeding bands, indicating steady growth in comprehension and decoding skills.

Next Step: Continue to provide targeted explicit instruction for students in the Developing band to support their progression into higher achievement levels.

Writing - More than 80% of students performed within the Strong or Exceeding achievement bands, reflecting effective teaching and learning practices in this area.

Next Step: Maintain current instructional strategies while ensuring continued support for students yet to reach higher achievement levels.

Spelling -Results show a balanced distribution, with over 50% of students in the Strong or Exceeding bands.

Next Step: Ongoing explicit instruction in spelling is needed to sustain and improve this positive trend, particularly through phonological awareness and word knowledge.

Grammar and Punctuation

This remains an area for focused improvement, with only 28% of students achieving in the Strong or Exceeding bands.

Next Step: Prioritise explicit teaching of sentence structure, grammar rules, and punctuation conventions through writing in Year 1 and 2.

Numeracy - The data reflects success in supporting students in the Needs Improvement and Developing bands through strong, focused teaching.

Next Step: Greater emphasis is now needed on providing challenging and explicit instruction for students in the Strong and exceeding bands to extend their mathematical thinking and problem-solving skills.

Year 5 NAPLAN 2024 Data Summary and Key Insights

There is a positive trend in our 2024 NAPLAN data, with an increased number of students achieving within the strong and Exceeding achievement bands across several domains.

Reading - Over 90% of achievement in the Strong or Exceeding bands, indicating steady growth in comprehension and decoding skills.

Next Step: Continue to provide targeted explicit instruction for students in the Needs Improvement band to support their progression into the developing band of achievement.

Writing - Over 80% of achievement in the Strong or Exceeding bands, indicating steady growth in comprehension and decoding skills.

Next Step: Continue to provide targeted explicit instruction for students in the Needs Improvement and developing band to support their learning progression.

Grammar and Punctuation - 77% of students achieved in the Strong or Exceeding bands.

Next Step: Prioritise explicit teaching of grammar conventions in writing.

Spelling - 69% achievement in the Strong and Exceeding achievement band.

Next Step: Ongoing explicit instruction in spelling is needed to target the 'needs additional support' and developing bands of achievement.

Numeracy - The data reflects 60% student achievement in the strong and exceeding bands,

Next Step: Greater emphasis is needed on providing targeted explicit instruction for students in all achievement bands in Maths.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	331	29%
	Year 5	*	*
Numeracy	Year 3	374	40%
	Year 5	*	*
Reading	Year 3	392	53%
	Year 5	*	*
Spelling	Year 3	387	53%
	Year 5	*	*
Writing	Year 3	420	81%
	Year 5	*	*

*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

That children have a deeper understanding of themselves and the world.

To increase child safety in school

To ensure children feel that they can raise their voice

Achievements

At St Gabriel's, we recognise the importance of well being and the impact on student learning and sense of happiness. Every aspect of school life aims to enhance children's well being and contribute to the full flourishing of each child in all aspects of their development . We have developed a beginning of the day which is based upon Berry St Educational practices. We are deeply committed to ensuring our school is a place where young people feel safe. We adopt an integrated and collaborative approach to building and strengthening a safe and respectful school community. Student voice is a critical component of a child-safe environment. We have established appropriate and accessible pathways through which our children can express themselves, communicate concerns and feel empowered.

All our staff work together as a team to ensure that the children develop a range of strategies that they can use to manage their These strategies are taught explicitly through the Getting Ready to Learn circle. St Gabriel's has introduced a psychologist to the school, ensuring that children have access to professional support for their emotional and mental health needs when this is required. This service provides a dedicated resource for children to receive individualised guidance and care, helping them navigate any challenges they may face. The psychologist works closely with children, families, and educators to promote overall well being, offering targeted interventions and strategies for managing stress, anxiety, and other emotional concerns. This initiative reflects our commitment to creating a supportive environment where every child can thrive academically, socially, and emotionally.

Our design for the Getting Ready To Learn (GRTL) circle time, is facilitated by our Wellbeing Leader and this enables educators to create a welcoming and structured start to the day. GRTL helps children feel safe and engaged, sets clear learning goals, and prepares them to

be focused and ready to succeed. This practice ensures that every child has the opportunity to prepare for learning in the best possible way.

To further enhance our commitment to children's wellbeing, St Gabriel's has successfully completed the Berry Street Education Model training. This equips our educators with effective strategies to foster stamina, engagement, character and build strong relationships with our students.

At St Gabriel's, we are deeply committed to supporting students' emotional needs. We consistently refer to and work within our Continuum of Response, a framework that aligns with our school's core values of Be Safe, Be Kind, and Be a Learner. This Continuum provides guidance for educators, in their work to enhance children's learning about behaviour, helping to identify and address any breakdowns in these values.

At St Gabriel's, we are strongly committed to supporting the emotional wellbeing of all children. We consistently implement our Continuum of Response, a structured framework that upholds our core school values: Be Safe, Be Kind, and Be a Learner. This Continuum serves as a practical guide for educators, helping them to foster positive behaviour, support children's social-emotional development, and effectively work through situations where these values may not be upheld.

When challenges arise in maintaining our Ways of Being, the Continuum of Response offers a structured approach to responding to these incidents. It ensures that both children and educators have the tools and support needed to navigate and restore positive behaviour and emotional wellbeing.

These initiatives demonstrate our dedication to creating a nurturing and supportive environment where children can thrive both academically and emotionally.

Value Added

At St Gabriel's, the wellbeing and inclusion of every student and family is at the heart of all we do. We are proud to offer strong support for families from diverse backgrounds, including access to interpreter services. This helps ensure that all families are informed, respected, and actively involved in school life.

Our students benefit from a wide range of personal development opportunities designed to nurture confidence, safety, and leadership. This year, students took part in Cyber Safety workshops and Leadership Development programs.

Health and safety remain a priority at St Gabriel's. All staff are trained in first aid, asthma and anaphylaxis management. In addition, every staff member completes annual training in Mandatory Reporting and Child Safety, and undertakes the Disability Standards in Education course biennially. This ensures a safe and supportive learning environment for all students.

Our extra-curricular programs continue to play a key role in student engagement. Lunchtime Clubs, Physical Education, and Wellbeing Lessons encourage physical activity and help students explore new interests.

A major highlight this year was the launch of our Pre-Prep Program for students beginning Prep. The program has been well received by families and has already made a positive impact, easing the transition to primary school and helping our youngest learners feel secure and confident from day one.

Open communication is a cornerstone of our approach to wellbeing. We maintain strong, supportive connections with students and families at every stage—from Pre-Prep through to Year 6.

Student Satisfaction

Taken from the 2024 MACSSIS student surveys:

Student voice: The extent to which students feel they have opportunities to have an impact on their school. 56% St Gabriel's compared to a MACS average of 56%.

Teacher student relationships: The strength of the social connection between teachers and students, within and beyond the school. 78% St Gabriel's compared to a MACS average of 71%.

Student safety: Perceptions of student physical and psychological safety while at school: 55% St Gabriel's compared to a MACS average of 55%.

Student Attendance

Parents and carers are contacted via phone "sms" and email if a child has not been at school by 9.45am and no notification has been sent to the school. School Administration Officers will follow up with a phone call on the first day. If the child is not at school with no notification on the second day, the wellbeing leader will follow up with a phone call. If no contact can be made, the principal and wellbeing leader will follow up with phone calls and emails. Interviews may be conducted to discuss absences. The school endeavours to work with parents to minimise student absences.

Parents are required to provide written notification after an absence and in the case of a holiday during the term, they are required to provide written information detailing date of departure, reason and date of return to school.

A process to monitor and follow up regular non-attendance forms part of the policy and involves varying degrees of intervention and response based on absences. Should attendance still be of concern despite discussions and strategies with families, and an Attendance Meeting will take place and an Attendance Plan put in place.

Information through our newsletters and discussions with parents and posters about the importance of regular school attendance, ensure parents are aware of their responsibility and expectations.

All attendances are recorded through ICON

Average Student Attendance Rate by Year Level	
Y01	92.3
Y02	90.8
Y03	89.4
Y04	91.5
Y05	90.4
Y06	87.8
Overall average attendance	90.4

Leadership

Goals & Intended Outcomes

We are committed to deepening our meaning of the world through being protagonists in our learning.

To that end, our strategic intent for the four-year cycle of this improvement plan focuses on cultivating learners that thrive in their world. This will be achieved by improving educator knowledge and competence, and strengthening the Catholic identity of the schools in dialogue with faith, life and the world.

Achievements

The leadership team—comprising the Literacy Leader, Numeracy Leader, Wellbeing Leader, Learning Diversity Leader, Family and Community Engagement Leader and Learning and Teaching Leader—has built a strong foundation of trust, collaboration, and shared purpose. The cohesive partnership is rooted in a child-centred approach that places child's growth and development at the heart of every decision. By working closely together with each and all staff, we align our efforts to create a supportive and inclusive learning environment that addresses the academic, social, and emotional needs of every learner.

Together, they actively engage with educators within design and also in learning spaces, ensuring that student data is not only collected but meaningfully analysed and acted upon. This data-driven approach allows the team to identify trends, track progress, and implement timely interventions tailored to individual student needs. Their commitment to working side by side with staff fosters a culture of reflection, responsiveness, and continual improvement, ultimately enhancing learning outcomes and wellbeing for all students.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
Professional Learning Undertaken in 2024 <ul style="list-style-type: none"> • Internal Staff Professional Learning Team Meetings (PLMs) • School Principal participating in MACS professional Learning • School Improvement Team Participating in MACS School Improvement Networks • MACS Literacy and Numeracy Network Meetings • MACS Wellbeing and Learning Diversity Network Meetings • Berry Street Education Model • Mandatory Reporting Module for all staff • First Aid and CPR yearly review 	
Number of teachers who participated in PL in 2024	23
Average expenditure per teacher for PL	\$1000.00

Teacher Satisfaction

Teacher professionalism has been notably strengthened through the implementation of strong instructional leadership, supported by regular team meetings and well-established school structures and routines. These forums have provided valuable opportunities for staff to collaboratively reflect on their practice, share achievements and successes, and openly discuss challenges in a supportive environment. Aligned with the MACS Vision for Instruction, these professional dialogues have encouraged a deeper exploration of explicit instruction and initiated the development of staff knowledge in the field of cognitive science. This focused and collaborative approach has contributed to the enhancement of evidence-informed teaching practices across the school.

Staff Culture and learning climate at the school are very strong and the staff perception of student safety at school is very high. Student wellbeing is discussed frequently and staff feel 100% confident to notice if something wasn't right with a child.

MACSIS data shows strong, positive and professional relationships exist between staff, as support for teams, staff leadership relationships, collaboration and collective efficacy score between 95% and 100%.

MACSIS data shows that 81% of staff believe that they receive useful quality feedback about their work.

MACSIS data 76% shows a need for increased focus on instructional leadership particularly relating to inviting teacher, parent and student voice in discussions around teaching and learning.

Our very strong culture and professional climate provides an excellent opportunity to increase focus on explicit instructional leadership to facilitate knowledge and capacity building for all staff.

Teacher Qualifications	
Doctorate	0
Masters	5
Graduate	1
Graduate Certificate	2
Bachelor Degree	16
Advanced Diploma	1
No Qualifications Listed	4

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	27
Teaching Staff (FTE)	22.95
Non-Teaching Staff (Headcount)	5
Non-Teaching Staff (FTE)	4.28
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Build relationship with Darebin council and attend events that allow for family connection with our community

Provide parents and families opportunities to engage with children's learning in Literacy, Numeracy and Projects

To strengthen community relationships with play group families and local Kindergartens

Achievements

St Gabriel's values strong connections and partnerships with families and the local community.

Throughout the school year, we have invited families to participate in school life through:

- Welcome Picnic and Smoking Ceremony in February
- Fortnightly Assemblies to celebrate children's learning and achievements
- St Gabriel's monthly school newsletter
- Year level excursions where parents are invited to help
- Our Prep enrolment process
- Whole school and hub liturgies
- Mother's Day and special guests involved in Mother's Day Celebrations
- Father's Day and special guests involved in Mother's Day Celebrations
- Assist with preparation and organisation of the St Gabriel's Art Auction
- Learning Walks (Maths, Literacy, Inquiry) to understand more about teaching and learning at St Gabriel's

Our parent volunteer session holds a critical place in ensuring the safety and wellbeing of all children when we have parents working as helpers at school events or on excursions. It is a requirement that all parents complete the volunteer session.

In partnership with Darebin Council, Year 5 children participated in a Yarning Circle. Our Deputy Principal and Community Engagement Leader have attended two planning meetings for the conference, and the preliminary learning has been shared with children. This event provides valuable inter-school engagement and has led to a new connection with Angela Foley from Merri Creek Management Committee, who facilitated an incursion for all children.

We have continued to maintain and enhance our strong relationships with our local Kindergartens. We have focused our attention on our feeder centres: Darebin Childcare and Kindergarten, JS Grey, First Five and Great Beginnings. We have visited the Kindergartens a number of times and have celebrated community events this year acknowledging Easter and Reconciliation Week. Kinder visits were organised by our Maths Leader who took this term taking small groups of 5/6 children to play Maths games. The children and Kindergarten staff have thoroughly enjoyed this fun and joyful experience and the connection's made.

Parent Satisfaction

Parent Satisfaction PARENT SATISFACTION

Taken from the 2024 MACSSIS families surveys:

- School fit: Families' perceptions of how well a school matches their child's developmental needs. 90% St Gabriel's compared to MACS average 76%.
- School climate: Families' perceptions of the social and learning climate of the school. 94% St Gabriel's compared to MACS average 84%
- Communication: The timeliness, frequency, and quality of communication between the school and families. 86% St Gabriel's compared to MACS average 73%

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.stgabrielststephensreservoir.catholic.edu.au