



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



St Martin de Porres School

158 Military Road, AVONDALE HEIGHTS 3034

Principal: Stefanie Harvey

Web: www.smaavondaleheights.catholic.edu.au

Registration: 1674, E Number: E1266

Principal's Attestation

I, Stefanie Harvey, attest that St Martin de Porres 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 26 Mar 2025

About this report

St Martin de Porres 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 Martin de Porres Parish School comprises a welcoming partnership of students, their families and school staff seeking to faithfully live the teachings of Jesus Christ in the Catholic tradition.

We encourage each member to strive for excellence, celebrate the diversity of background, develop attitudes of life long learning and become active citizens responsive to the emerging challenges of our community, our nation and our planet.

School Overview

St Martin de Porres Parish School is situated in the north western suburb of Avondale Heights, approximately 11 kilometres from Melbourne.

The school opened in 1965, Father O'Keefe having approached the Resurrection Sisters to staff it. The first lay principal was appointed in 1978. In 1994 a member of the Augustine Sisters who resided in the parish was appointed to the school.

The main block of classrooms was refurbished in 1997. Three portable classrooms were demolished and a new library area was built in 2003. All the projects were funded by the school with loans from the Catholic Development Fund. The school has a hall which is used in the mornings and afternoons as an After School Care Facility.

With the appointment of a new principal in 2008, a program of building refurbishment began. This added flexibility to the classrooms, improved the welcoming aspect of the school administration area, and improved the aesthetics of the student play areas. With Federal Govt Education Stimulus funding, the first stages of this development occurred in 2009, with major building redevelopment completed by August 2010. administration by 2014, refurbished Kitchen Classroom and Canteen by 2016 and further works planned to connect areas by 2023. During 2024 a new Masterplan was developed for the school to focus development over the next 15 years. A new Prep building is part of the future plans for the school.

The school undertook its School Performance Review in 2024, with recommendations forming the next School Improvement Plan.

As of March 2024, the school had an enrolment of 286 students from 201 families. 48.5 percent of the student population speak a language other than English in the home. The main languages spoken are Vietnamese, Mandarin, Spanish and Greek.

Of the total enrolment in 2024, 80 percent are Catholic, 9 percent various Orthodox, other religions 2 percent and the remainder 9 percent are listed as no religion or other.

Principal's Report

At St Martin's we believe that the student is at the heart of all learning and teaching and that the support of wellbeing is necessary to achieve success. All of our programs aim to create a strong, orderly calm culture both within the classroom and across the school to maximise learning and teaching and student engagement.

We believe effective schools partner with families. We encourage high levels of parental and community engagement and believe this is related to improved student outcomes. The School Advisory Council and the Parents and Friends Association both continue to be strong contributors to the life of the school, with regular fundraising and social activities planned.

The planned NINJA course was built during 2024 and archiving of the 60 years of school history was undertaken to ensure records are stored securely.

Our learning and teaching program planning maintains a strong emphasis on explicit instruction and planning using current student data. Teams meet regularly, supported by leaders, to collaboratively plan. The collaborative work we have done together places us in a good position to continue to move forwards together as a learning community.

It should be noted that the school's NAPLAN results dipped slightly during 2024 but continue to perform above the state and national results in many areas. This is a credit to all staff.

During 2024 the school has continued to develop sustainability, by increasing the number of plants in the environment and reducing food waste through the use of composting. Work was also undertaken to update air conditioners, install blinds, install a digital staff noticeboard, two class digital screens were updated and a planned program of grounds maintenance was put into place.

Catholic Identity and Mission

Goals & Intended Outcomes

Goals & Intended Outcomes

To actively engage in opportunities to encounter the sacred and celebrate the mystery of Christ, and consider this to be an important part of the life of a Catholic school community - staff, students and parents

To facilitate Religious Education professional learning in a strategic manner, in line with the identified needs of the school as evident in the School Improvement Plan

Achievements

- * Continued implementation of 'family focused, school supported, parish based' sacramental programs for the sacraments of First Reconciliation, First Eucharist and Confirmation
- * Information workshops for parents and students for the Sacraments of Reconciliation, Eucharist and Confirmation (slideshow sent out to a couple of parents who were unable to make it)
- * Staff, family and parish involvement in the Sacramental Preparation Masses
- * First Eucharist and Confirmation Reflection Days with Parish Priest and Bishop in attendance
- * Celebration of the sacrament of Reconciliation ('Welcome Home') for ALL Yr 3s Annual planning meetings with the Parish Priest and parish pastoral associates to set sacramental dates, whole school liturgies and prayer services for Lent and Advent
- * Weekly meetings with the Parish Priest and School Principal (and neighboring Parish Priest and School Principal when necessary)
- * Term planning days which provide opportunities for classroom teachers to work with the Faith and Liturgy Leader to map out curriculum for the following term
- * Weekly planning for the class teachers and Faith and Liturgy Leader to 'touch base' and discuss the content (and moderation) of RE lessons during the week
- * Annual RE Professional Day with different sessions led by MACS staff (Beth Walsh)
- * Roster for class groups to lead prayer at fortnightly assemblies
- * Roster for class teachers to lead prayer at weekly staff meetings
- * Continued implementation of bi-monthly units of work in Religious Education which integrate (when possible) into Inquiry units or school events
- * Beginning of term and end of term whole school Masses
- * Two allocated Parish Masses for year levels to attend, per term
- * Mothers' Day and Fathers' Day Masses led by Junior classes at Parish Masses
- * School involvement in the 60th anniversary of St Martin de Porres Parish

Value Added

- * Opportunities for students and their older siblings to prepare for sacraments after hours
- * Opportunities for students to be baptised
- * Fr Clement working with the 1/2s to 'baptise' dolls and giving all students roles so they could participate in the 'ceremonies'
- * Conferring of the Sacrament of Baptism at Parish Masses enabling the students to have their peers as witnesses and celebrate with them
- * Formal invitation to families to celebrate their child's First Reconciliation resulting in an unprecedented number of parents gathering in the church
- * Use of Seesaw to share reminders, celebrations, etc.
- * Use of WWW and EBI as reflection tools after each term and in preparation for the next
- * Students from state schools participating in sacramental preparation days
- * Presentation of School Leadership badges to the students, the year before to ensure students can begin work from the start of the school year (Parents notified beforehand to be a part of the presentation at assembly)
- * Multi-cultural Evening (which encapsulates our motto of Faith, Diversity, Learning) with presentation in the hall beforehand
- * Participation of staff at the Commissioning Beginning of Term 1 Mass
- * Student led fundraising campaigns for those in need, with an emphasis on the Vietnamese orphanage

Learning and Teaching

Goals & Intended Outcomes

To effectively implement the L & T Cycle

To use data effectively to improve student learning

Achievements

- * focus on development of a Child Safe culture in the school;
- * collaborative planning with teachers, leadership and LSOs
- * facilitated PLTs and planning in the areas of Literacy, Numeracy and Inquiry, with an emphasis on using the Backward By Design model;
- * implementation of teaching practices that will assist Literacy, Numeracy and Inquiry development;
- * support class teachers and Educational Support Officers with Professional Learning on evidenced based teaching practices;
- * develop teacher capability to differentiate and personalise the curriculum to meet individual student needs;
- * 1/2 level teachers attend and implement TIMS professional learning
- * Focused intervention for those with additional needs for students in Literacy and Numeracy
- * Modelling, mentoring and coaching opportunities for staff in the areas of Literacy and Numeracy
- * Use of data to organise class groups for ESOs
- * Use of data to extend students in the areas of Literacy and Numeracy
- * Extension classes for Junior, Middle and Senior students in need
- * Participation in the Premier's Reading Challenge
- * School celebration of Book Week

- * Reporting cycle reviewed and updated

- * Leader attendance at Masterclass Teachwell Professional Learning

- * Staff professional learning on Daily Review, Explicit Teaching and Rosenshein's Work.

Student Learning Outcomes

From 2023 to 2024 through an examination of our NAPLAN score means, we have seen a slight decrease in Numeracy, Spelling and Grammar and Punctuation in Grade 3 with a Grade 3 Reading remaining at state level and Writing above state level. In Grade 5 we have

seen Writing sitting above state level with Numeracy and Grammar and Punctuation below state level.

Our school sat at average in some areas and slightly below comparable schools for Year 5 Numeracy. As part of our ongoing strategy to support student learning in these areas, we continue to implement and embed newly introduced frameworks and policies, focusing on explicit instruction, differentiation and small group instruction. With a number of new staff in the school in 2024 we have ensured specific professional development to ensure the school develops consistency in pedagogical practices. Our AAP goals for Learning and Teaching align with our focus on improving Numeracy.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	416	67%
	Year 5	496	67%
Numeracy	Year 3	408	69%
	Year 5	488	67%
Reading	Year 3	414	76%
	Year 5	507	85%
Spelling	Year 3	396	60%
	Year 5	488	70%
Writing	Year 3	443	93%
	Year 5	515	81%

*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

To encourage a whole school approach to student's holistic wellbeing
To implement SEL programs across the school effectively
To encourage autonomy of students who are on PLPs

Achievements

- * Leadership researched and engaged with planning The Resilience Project to begin in 2025
- * CASEA implemented in the school
- * Staff professional development around neurodivergence and the importance of prioritising our mental health to support the students around us
- * Streamlining the way data is collected according to NCCD through the implementation and effective use of the Student Summary Sheet
- * Students explicitly taught about different emotions as evidence in the SEL planners/social skills group to empower students to become more confident on the school yard
- * Provision of space for Acua and other allied health professionals to work with with our students to empower teachers to support their students better in class
- * Open communication facilitated between, teacher, student wellbeing and parents at the school

Value Added

- * CASEA program
- * Improved data collection and use to support students through nwellbeing portal
- * Wellbeing Leader attending team planning weekly
- * Staff Meeting x6 with a Wellbeing Focus
- * Individual Social and Emotional Goals with some students
- * Additional playground support put in place during breaks to support specific children socially
- * Social Skills Groups Grades 3-6
- * Drumbeat Program Implemented in Grades 3-4

Student Satisfaction

Student data for engagement in school is high within the Grade P-4 in 2024 and has shown improvement in the Grade 5 & 6 cohort. It remains a challenge as a school to see the level of engagement present in Grade 4, maintained for these children as they move into Years 5 & 6.

Student Attendance

- * The roll is recorded each morning between 9:00-9:10am.
- * Parents/Carers are required to notify the school in advance of any absence, if possible.
- * Where a student is absent and the school has not been informed, an unexplained absence will be recorded and a SMS sent to parents/carers, after all rolls have been submitted and processed
- * Parents/Carers of absent students are required to provide a written note, detailing the reason/s for absence on their child's return to school.
- * Students who are late are to enter via the school office to receive a late pass and be recorded as present on the system by office staff
- * Staff members are to bring to the attention of the Principal/Deputy Principal any student/s whose attendance is irregular, any students who do not provide written notes adequately explaining absences, or whose absences appear unwarranted

Average Student Attendance Rate by Year Level	
Y01	87.5
Y02	90.7
Y03	91.5
Y04	90.5
Y05	92.3
Y06	92.4
Overall average attendance	90.8

Leadership

Goals & Intended Outcomes

To strengthen team Culture

Achievements

- * Three Graduate teachers achieved full registration
- * Leadership Day Implemented- charter, whole school direction, leadership development
- * Conference planned and actioned for whole staff on Emotional Intelligence and Critical Conversations in the workplace
- * Planning for Pre Prep Phonics Fun Sessions to begin in 2025
- * Principal Talk and Tours x4 planned for 2025
- * Enquiry Tracker Software to monitor and plan for enrolments implemented for 2025 enrolments
- * Celebration of multicultural evening
- * Archive system put in place for all school records dating back to 1965
- * Leadership development programmed planned with Dr Stephen Brown for 2025; including leadership days and coaching for leaders

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<ul style="list-style-type: none"> * TIMS- Prep and 1/2 Team * Masterclass PL - Learning and Teaching Leader * Pathways to Principalship- Deputy Principal * Principal Induction Program * Emotional Intelligence in the Workplace- Conference * Scripture and Prayer- Closure Day * 13 LSOs completed Cert 4 qualification * Union Member attended PL for representatives * MHIPS Training for MHIPS Leader 	
Number of teachers who participated in PL in 2024	40
Average expenditure per teacher for PL	\$500.00

Teacher Satisfaction

Staff MACSSIS Data reported strong growth from 2023 - 2024 across multiple areas

- * Perceptions of school climate rose from 63% to 80 % satisfaction
- * Perceptions of quality relationships between staff and leadership rose from 60% to 86 %
- * Perceptions of school leadership effectiveness rose from 46% to 63%
- * Perceptions of coherence of school improvement strategy rose from 49% to 66%
- * Perceptions that staff have what it takes to improve instruction rose from 67% to 76%

The school continues to need to grow the areas of staff feedback and quality of professional learning opportunities as we move into future years.

Teacher Qualifications	
Doctorate	0
Masters	6
Graduate	2
Graduate Certificate	3
Bachelor Degree	17
Advanced Diploma	4
No Qualifications Listed	6

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	31
Teaching Staff (FTE)	25.69
Non-Teaching Staff (Headcount)	23
Non-Teaching Staff (FTE)	15.12
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

To encourage a whole school approach to student's holistic wellbeing
To implement SEL programs across the school effectively
To encourage autonomy of students who are on PLPs

Achievements

- * Streamlining the way data is collected according to NCCD through the implementation and effective use of the Student Summary Sheet
- * Teachers embedding SEL into the culture of their classroom and across the school
- * Students who are able to are supported to set their own PLP goals to build independence and autonomy in achieving their goals
- * Students are explicitly taught about different emotions as evidence in the SEL planners/ social skills group to empower students to become more confident on the school yard
- * Staff know their students well to be able to support them in their social emotional health
- * The use of Acua and other allied health professionals with our students to empower teachers to support their students better in class
- * Open communication facilitated between, teacher, student wellbeing and parents at the school
- * Leadership team investigating a whole school wellbeing approach
- * CASEA implemented in the school

Parent Satisfaction

- * Students have a shared understanding of setting both academic and personal goals
- * School initiates constructive feedback from families to improve practices
- * Students feeling a sense of autonomy at the school
- * Student Safety from the perspective of parents is consistently monitored

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.smavondaleheights.catholic.edu.au