

St Mary's Catholic Primary School, Donnybrook



Annual School Performance Data 2025

The following information is a Federal Government requirement and pertains to the 2025 calendar year.

Vision

Inspired by Christ, we aim to graduate confident, capable and compassionate individuals who are ready to go out into the world and lead with their head, their heart and their hands.

Contextual Information

St Mary's School is a Catholic co-educational school catering for students from Pre-Kindergarten through to Year 6. St Mary's is concerned with the development of the whole child and as such develops the spiritual, academic, personal, social and emotional well-being of all students. Students are taught in single classes with Year 5 and 6 being composite. A differentiated curriculum ensures that the individual needs of each child are met.

In 2024, specialist subjects were offered in Languages (Italian), STEM, Physical Education, and The Arts. iPads and Apple TV's can be found in each classroom. The school provides a 1:1 ratio of iPads in Years 3-6.

The school has excellent home-school relationships with parents taking an active role in all aspects of the school's daily operations. St Mary's develops the leadership qualities of students through the various roles on the student council. The Year 4 and 5/6 students are part of the student leadership team focused on being a voice for the student body and leading whole school activities such as prayer and assemblies. There was a whole school focus on the eight Mercy values in the school; these being courage, forgiveness, compassion, respect, service, justice, excellence and determination.

The school is supported by a committed group of parents who form both the Schools Advisory Council and the Parents and Friends Association.

In 2025, our Year 3 and 5 students participated in NAPLAN, along with other school and standardised assessments including PAT assessments in Maths and Reading. In school assessments formed the basis for reporting to parents. Our higher ability students were also given the opportunity to participate in the BEBRAS Challenge, Australian Mathematics Competition and Tree Talks.

In 2025, St Mary's again participated in Catholic Education's Low Fees Initiative. This initiative was designed to support schools in securing future enrolments and make Quality Catholic Education financially available to those who otherwise may not be able to afford non-government schooling for their children.

The following information regarding student demographics was taken from the MySchools website and can be found at <https://www.myschool.edu.au/>.

2025

School facts

School sector	Non-government
School type	Primary
Year range	PP-6
Location	Inner Regional

School staff

Teaching staff	10
Full-time equivalent teaching staff	9.2
Non-teaching staff	9
Full-time equivalent non-teaching staff	5.5

School links

School website

St Mary's School



Sector, system or association website

Catholic Education Western Australia

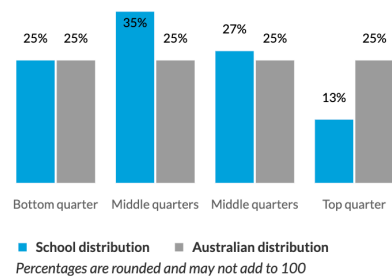


Student background

Index of Community Socio-Educational Advantage (ICSEA)

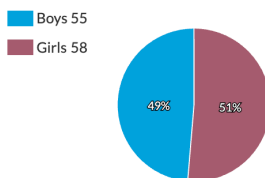
School ICSEA value	1019
Average ICSEA value	1000
School ICSEA percentile	55

Distribution of Socio-Educational Advantage (SEA)



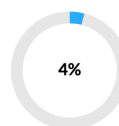
Students

Total enrolments: 113

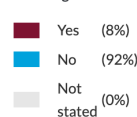


Full-time equivalent enrolments: 113.0

Indigenous students



Language background other than English



Teacher Standards, Qualifications and Workforce Composition

St Mary's Catholic School employs 21 staff (including part-time, full-time, cleaning and grounds roles). Collectively, the qualifications held by staff and the numbers of teachers who hold these qualifications are:

Diplomas	8
Bachelor Degrees	10
Graduate Certificates	3
Master's Degree	3

Staff Composition

Male	3
Female	17
Non-teaching staff (including grounds and cleaning)	10
Teaching staff	10

Expenditure and Teacher Participation in Professional Learning

All staff participated in Professional Development (PD) opportunities in 2025. A sample of PD opportunities included:

- Religious Education Accreditation
- Berry Street Education Model
- APRE Days Bunbury Diocese
- MultiLit (PreLit, InitialLit, Spell Ex)
- Maths Trek
- Digital technologies
- Student With Disabilities
- Embedding First Nations Perspectives
- STEM
- Strategic Planning
- Mandatory Reporting
- First Aid
- Work Health and Safety
- Gate Keeper Suicide Prevention
- Asthma and Anaphylaxis Training
- Diabetes Management
- CPPA Conferences
- CEWA Leaders Forum

From the School’s audited accounts for 2025, \$21,274.88 was spent on Professional Development for staff.

Key Student Outcomes Student Attendance:

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents’ legal duty to ensure their children attend school regularly, our staff as part of their duty of care monitor attendance each day. The Class Roll is marked via SEQTA twice day. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, SMS message or email to the school preferably on the first day of absence. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the principal to discuss the leave request. The average student attendance rate for the school as shown in the 2025 Student Attendance Data (STATS) Collection is spresented in the following table:

Kindy	Pre-Primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Whole School
		87.75%	90.82%	87.24%	89.73%	90.28%	89.00%	89.15%

2025 NAPLAN Information

The 2025 NAPLAN data shows that the academic program provided at St Mary’s is performing “close to” those schools with students from similar backgrounds.

	2023	2024	2025		
Compare to	<input checked="" type="radio"/> Students with similar background		<input type="radio"/> All Australian students		
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	421	435	421	416	415
Year 5	479	462	456	484	475

Interpreting the table

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

NAPLAN participation for this school is 84%
 NAPLAN participation for all Australian students is 95%

NB A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate for a comparison colour to be available. Grey shading indicates participation did not meet these thresholds.

In regard to student progress (growth), the information below suggests that our Year 5 student progress from Year 3 is above expected in both Reading and Numeracy, and at expected in Writing.

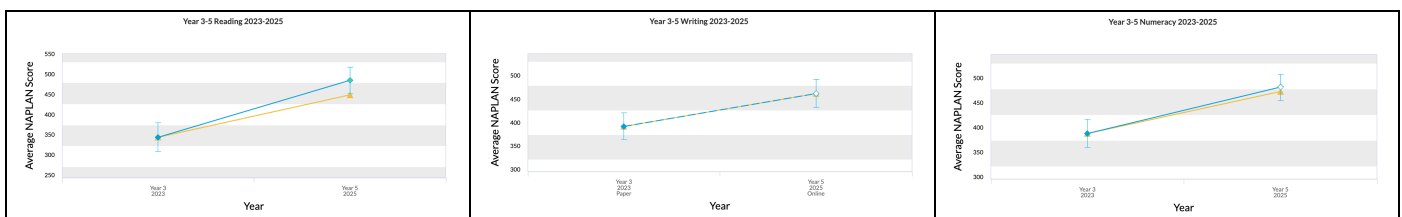


Image captured from <https://www.myschool.edu.au/>

Value Added

St Mary's CPS offers a wide variety of opportunities outside the classroom, which allow students to grow and develop. Such activities include:

- Year Six School Camp
- Children's Book Week Parade
- Western Australia Book Week celebrations
- School Faction Carnivals
- Interschool Athletics
- ANZAC Day Service (both school and community services)
- Excursions
- Incursions and Performing Artists' visits
- Missions Fundraising
- Visiting Sporting Clinics
- Winter Carnival
- End of Year Concert
- End of Year Awards and presentation
- Community events

Parent, Student and Staff satisfaction

St Mary's Catholic Primary Schools focus on building community and parent engagement means the school is a well-respected and central part of the Donnybrook community. Staff have refined their practice and further developed the evidence-based decisions made during their time in the Fogarty EDvance program. Staff morale is high, and this has been supported by the numerous climate surveys and feedback opportunities the school has been involved in. Parents are happy too and support the school both through the Schools Advisory Council and Parents and Friends committee. Community events are always very well

supported, though this was challenging during the early parts of the year. Staff model respectful relationship and as such our students enjoy coming to school and are engaged in their learning.

Post School Destinations - Year 6 Destination Schools 2024

School	Number of Students
Bunbury Baptist College	1
Bunbury Catholic College	7
Bunbury Grammar School	1

Financial Information

The ACARA website www.myschool.edu.au hosts the My School profile of Australian schools. Visiting this site gives further comparative information including financial data.

School Improvement Plan

The school had a number of goals as outlined in its Annual Catholic School Improvement Plan (SIP). These included:

- Staff Faith Formation – Through prayer, participation in Mass and opportunities for faith formation, the staff were challenged to grow in their personal relationship with Jesus.
- Making Jesus Real – The school leadership team further developed a Making Jesus Real culture in the school where Christ alive in the school is made visible through words and actions.
- MultiLit – Staff from Kindergarten to Year 6 were trained in the MultiLit suite (PreLit, InitialLit, SpellEx) in preparation for implementation in 2026.
- Mathematics – All staff have been trained in Maths Trek and it is being delivered from Pre-Primary to Year 6. The Maths Trek program based on effective teaching and learning practices and provides opportunities for both explicit teaching and hand on learning.
- Talk for Writing – All staff completed further training in the delivery of the Talk for Writing program. The school developed, through professional development, a whole school scope and sequence and lesson planning documents.
- RULER – as staff have been trained in Marc Brackett’s RULER approach to the teaching of Social and Emotional Learning.
- Berry Street – all staff have been trained and are implementing a trauma informed approach to child development and classroom practice.

2025 Reports

Principal’s Report:

Reflecting on 2025, St Mary’s has continued to thrive as a learning community. Despite the inevitable complexities that arise in any school year, our staff have consistently demonstrated professionalism, resilience, and a deep commitment to student growth. Their daily presence and purposeful engagement have been instrumental in our success.

We’ve made deliberate progress in cultivating a workplace culture defined by mutual respect, psychological safety, and shared purpose. These values have translated into strong, respectful relationships between

students and staff. Relationships that are evident in the way our students interact, learn, and express appreciation for their teachers.

St Mary's is not just a place of work, it's a community I am proud to lead. The calibre of the people here, and their collective dedication, make this role both meaningful and energising.

I also want to acknowledge the vital role our families play. Your trust and partnership are deeply valued. In a world that is increasingly complex, we know that student wellbeing and achievement are best supported when school and home work in alignment, when communication is open, expectations are shared, and our values are reinforced beyond the classroom.

Catholic Identity

At the beginning of the year, we were delighted to welcome Fr Wayne into our school and parish community. Fr Wayne's support, guidance, and friendship have been deeply appreciated throughout the year. His commitment to nurturing the faith of our students and wider community is truly evident, and his ability to engage with our students in a way that resonates with their level of understanding has made a meaningful impact.

This year, 21 students at St Mary's participated in our sacramental programs, with 5 receiving Confirmation, 7 celebrating their First Holy Communion, and 9 undertaking Reconciliation. These milestones are a testament to the spiritual journey our students continue to embrace. The school remains a vital presence within our parish community, and I wish to express my sincere thanks again to Fr Wayne for his ongoing pastoral support and wise counsel throughout the year. I also extend heartfelt appreciation to Mr Skehan, Mrs Wright, Mrs Jendrzek, Mrs Watts and Mrs O'Connor (and their Education Assistants) for their leadership and coordination of these important programs. Their dedication has ensured that each experience was meaningful and well-supported.

Our commitment to nurturing a faith-filled environment remains strong. We continue to promote the "Spirit of Jesus" in everyday actions, encouraging students to reflect His presence in their thoughts, words, and deeds. The Making Jesus Real (MJR) initiative continues to be a central pillar in this mission, helping students internalise and live out these values.

The Mercy values of forgiveness, courage, respect, compassion, service, justice, excellence, and determination are deeply embedded in our school culture. These values also underpin our outreach efforts, which this year included support for Project Compassion, Catholic Missions, and the Our Lady's Assumption Parish's Hamper Appeals.

On August 15th, we commemorated the Feast of the Assumption with a whole-school Mass, followed by classroom activities focused on Mary, a shared lunch, and a vibrant mission market led by our students. Through games and fundraising activities, over \$1000 was raised to support the Parish Pastoral Council's hamper initiatives, directly assisting families in the Donnybrook community. I would like to acknowledge Mr Skehan, Mrs Wright and all staff who contributed to the success of this special day.

This year, our staff were trained in *Laudato Si'*, Pope Francis' call to care for our common home. We introduced its message through classroom discussions and whole-school activities that encourage stewardship and sustainability. As we look ahead to next year, we are excited to build on this foundation by expanding student-led initiatives, strengthening community partnerships, and weaving *Laudato Si'* themes even more deeply into our curriculum. Together, we will continue to nurture a culture of care for creation within our school community. Thank you to Mrs Wright for her efforts in introducing this initiative to our school.

Education

This year has been a rewarding journey as our dedicated staff have continued to refine and expand their expertise in delivering rich and effective teaching programs. From using resources such as Maths Trek, Talk for Writing, OCHRE Education and Letters and Sounds, to the use of AI tools for engagement and assessment practices, our team has embraced new ideas, assessment strategies, and technology to enhance student learning. It's been especially heartening to witness the collaborative spirit as experienced staff supported new colleagues and those beginning their careers in mastering these approaches.

Our commitment to academic excellence has seen our high-achieving students thrive through enrichment opportunities. They took part in the BEBRAS Challenge and the Australian Mathematics Competition, showcasing their problem-solving and analytical skills. Additionally, a group of Year 4–6 students represented our school in Tree Talks, a writing and speaking competition that assessed their ability to craft compelling content and engage audiences. Selection for these events was based on both classroom performance and standardised assessments.

Physical education and sport have remained a strong part of school life. Students participated in a wide range of activities including swimming, winter sports, cross country, athletics, and various clinics. A special thank you to Mr Skehan for his outstanding coordination of these programs and events, and for his preparations leading into Interschool Athletics where we took the win for 2026.

Mr Skehan also continued to inspire through the Music program, where students have made great strides in playing the Loog Guitars and other instruments. The bucket drumming continues to be a favourite with the uplifting beats creating much energy throughout the school.

Social and emotional learning has deepened through our ongoing implementation of the RULER approach (Recognise, Understand, Label, Express, and Regulate emotions). This framework equips students with tools to navigate their feelings, build empathy, and respond thoughtfully to challenges. Our students continue to build their capacity in understanding others' perspectives and strengthening their strategies for being their best selves.

In Term One, our Year 3 and 5 students completed the NAPLAN assessments, which provide valuable insights into literacy and numeracy development. We were proud to see our Year 3 students performed above the national, state, like and CEWA average in all assessments. Comparatively to like school across the state, our Year 5 students performed at or above like schools in reading, numeracy and grammar, however, performed below in writing and spelling. In comparison to the national average our Year 5 cohort did not perform as well as we would have hoped, and we recognise this is an area for development.

In addition to NAPLAN and school-based assessments, our students from Year 1-6 also completed PAT (Progressive Achievement Test) assessments in both reading and mathematics at the end of year to explore student and cohort growth. The trend over time suggests that a high proportion of our students are consistently achieving above expected growth compared to like students and standardised measures. This data has provided much to celebrate.

Next year, we will move away from Letters and Sounds and Sound Waves and begin transition to the MultiLit Suite. The MultiLit suite, which sits alongside Mini and MacqLit, is a research-based literacy program designed to support students at various stages of reading development. It includes three key components:

1. PreLit – Aimed at Kindergarten students, PreLit focuses on foundational skills such as phonological awareness, oral language, and print knowledge. It prepares children for formal reading instruction through engaging, play-based activities.

2. InitialLit – Designed for Foundation to Year 2, InitialLit is a whole-class program that teaches phonics, vocabulary, comprehension, and fluency. It provides structured lessons that align with the science of reading, ensuring all students receive high-quality instruction from the start.
3. SpellEx – Short for Spelling Extension, SpellEx supports students in Years 3&4 with explicit instruction in spelling rules, morphology, and etymology. It builds on phonics knowledge and helps students become confident, accurate spellers.

The MultiLit Suite is highly beneficial for schools because it is evidence-based, systematic, and inclusive, catering to both mainstream and intervention needs. It helps close literacy gaps early, supports teacher consistency, and improves student outcomes. Schools benefit from its structured approach, professional development support, and alignment with curriculum standards, making it a powerful tool for literacy success. Year 5-6 classes will transition to SpellEx when it becomes available. Our staff have been trained in the MultiLit Suite over the term and are preparing for implementation next year.

Community

Earlier this year, our school community gathered for the P&F Sundowner at Station Square. An evening filled with connection and support was had by all involved. It was heartening to see so many families engaging positively with the school and generously offering their encouragement. A sincere thank you to our P&F team for coordinating this event.

At the start of Term Two, our staff completed professional development in the Berry Street Education Model (BSEM) held in Manjimup. This trauma-informed approach enhances student engagement, emotional regulation, and academic success, aligning well with our ongoing RULER program. Beyond the training itself, the day provided a valuable opportunity for staff to reconnect, reflect, and strengthen the collaborative spirit over a shared meal and nighttime festivities.

Throughout the year, we've enjoyed a variety of events that brought together students, families, and the wider community to celebrate our school. Highlights included our Mother's Day and Father's Day gatherings, the school disco, book reading night, sporting carnivals, and the much-loved Christmas concert and Graduation evening (happening soon).

Term Three saw the return of St Mary's Got Talent, now in its second year. This event gave students a platform to showcase their musical and performance skills, and it was a joy to witness their confidence and creativity flourish. A big thank you to Mr Skehan for his dedication in bringing this event to life.

Our school choir, led by Mrs Wright, continues to thrive. Despite the commitment of giving up playtime, our students have embraced their regular lunchtime rehearsals with enthusiasm. Their performances at the hospital and for the residents of Tuia Lodge have been a standout and we look forward to seeing them in action at our Christmas concert. We extend our heartfelt thanks to Mrs Wright for her ongoing leadership and passion.

Stewardship

Work Health and Safety (WHS) reforms across the Catholic education system continue to shape how we operate at a school level. These changes have prompted us to review and refine our practices to ensure a safer and more supportive environment for staff and students alike. This year, we've made considerable progress in responding to staff safety concerns and managing notifications effectively.

Our efforts have included a range of improvements across the school grounds. We've upgraded our electrical circuitry to meet current safety standards, undertaken tree management to reduce environmental risks, and addressed roofing concerns to ensure structural integrity and safety. We've also focused on reducing hazards related to slips, trips, and falls, and provided training in manual handling to support staff in their daily tasks.

Importantly, we've increased our attention to psychosocial hazards (those factors that can affect a staff member's physical or psychological wellbeing). This includes stress, workload, interpersonal relationships, and other workplace dynamics that can impact mental health.

A major facilities upgrade this year was the completion of the roofing structure over the basketball court. This project, made possible through a generous grant from Talison Lithium Pty Ltd, was finalised early in the year. While there were some minor challenges with footings and plumbing during construction, the end result has been a fantastic addition to our school. Enhancing the project further, an anonymous donor kindly funded the installation of lighting, and additional padding was purchased to complete the space, making it safer and more functional for student use and out of school hours hire.

This year, we again participated in the twice annual Assessment of Wellbeing in Education survey. The survey measures the wellbeing of students from Year 3-6 against the following criteria: Hope, Religious Wellbeing, Happiness, Health and Resilience. Most notably again, our students believed they had strong friendships within the school, have positive relationships with their teachers and are educated within a caring environment. The survey also identified students who are at risk against measures for bullying, worrying and sadness and allowed us to intervene and put processes in place to support them. We look forward to continuing this worthy and informative initiative in next year.

Due to class sizes at St Mary's that are too large to combine and too small to remain financially sustainable, the school is unable to submit a balanced budget for 2026 and predicted beyond. Despite this and after thoughtful consultation with Catholic Education and the School Advisory Council, St Mary's has made the decision to transition to straight year-level classes across all grades starting next year. This is an exciting development for our school. It will bring changes to staffing arrangements, classroom allocations, and resource distribution, reflecting our commitment to providing the best possible learning environment for our students.

To help secure future enrolments (an essential step toward achieving a balanced budget), St Mary's has once again launched two impactful social media campaigns. These focus on:

1. Showcasing the positive initiatives and outstanding individuals that make our school special.
2. Promoting St Mary's as a seamless Pre-Kindergarten to Year 12 educational pathway, aligned with Bunbury Catholic College.

These campaigns have been developed in collaboration with the Catholic Education marketing team, ensuring strong and strategic outreach.

This Year, we welcomed a new staff member in Mrs Tina Patane. Tina was employed at the beginning of Term 2 to support Mrs Humphries in the office two days per week. It has been great to have Tina join our team and her capable and positive approach to the role has been much appreciated. From welcoming me at my car with an umbrella on the rainy days to offering support in those times when my receding hairline was getting me down, she has certainly set the standard for which Mrs Humphries should aspire (note this comment is made with tongue in cheek and reflective of the positive relationships we have in the office).

Unfortunately, this year we do say goodbye to three staff members.

Firstly, to Mrs Mel Eastcott. Mel is quick with a laugh, capable and always willing to do what she can to support our students. She has formed positive relationships with our staff and students, non-greater than those who need it most. We look forward to having her around our school in a casual capacity for the time being. And congratulations again on your recent wedding!

Next, to Mrs Liana Clynick. Liana has been of huge support to our school in recent years. She is flexible, creative and willing to go wherever is needed. Thank you, Liana, for the love you have shown our staff, students and community. We look forward to working with you again in a casual capacity in 2026.

We also say goodbye to Miss Chelsea Moore. Since joining in 2022, Chelsea has made a meaningful impact in both Kindergarten and Year One, bringing warmth and dedication to early childhood education. More recently, she has led wellbeing initiatives, helping foster a supportive environment for students and staff. Chelsea's contributions have been deeply valued, and she will be greatly missed. On behalf of our school community, we thank her for her commitment and wish her all the best in her return to Perth.

Whilst we farewell some, we do welcome others. Next year we welcome Mrs Jasmine Grafton to our team. Jasmine is a passionate and dedicated educator with experience across diverse settings. She has recently relocated to town with her family, and her two daughters will be joining us in Year One and Kindergarten next year. With her strong commitment to learning and a caring, pastoral approach, Jasmine is sure to make a valuable contribution to our students and the wider school community.

We also welcome Mrs Bronte Ukich. Bronte is a graduate who is inspired by learning and innovation, and who comes to us with a strong sense of faith and vocation. Bronte has much experience in working with children, especially during her time as camp school leader. Bronte holds specialised training in Students with Disabilities and has also held volunteer positions supporting those with additional needs. Again, I am positive Bronte will make a valuable contribution to our school community.

In conclusion, as we reflect on the year, I'd like to sincerely thank our School Advisory Council for their ongoing guidance and thoughtful support. Their contributions have helped shape many of the decisions that benefit our students and school.

A heartfelt thank you also goes to our Parents and Friends committee, whose commitment to building community and raising funds has made a meaningful difference to our place, St Marys.

To our dedicated staff. Thank you for your unwavering commitment to our students and for nurturing the Christ-centred, child-focused learning community that we offer here at St Mary's. Whilst I do not like to single out individual staff members, on this occasion I am going to make a special thank you to Mr Graham Manderson. For those of you who do not know Graham, he is our sole grounds and cleaning staff member. No job is ever too big for Graham, and he continues to go out of his way to ensure the smooth operations of our school and our classrooms. His problem solving is second to none and willingness to go above and beyond his role for our staff, students and community is just so much appreciated by all. So, on behalf of everyone, thank you Graham.

Finally, I wish to acknowledge our leadership and administration team of Mr Skehan, Mrs Wright, Mrs Humphries, and Miss Moore, for their tireless efforts behind the scenes. Their work ensures our school runs smoothly and continues to grow as a place of excellence and care.

Lastly, at St Mary's we aim to graduate confident, compassionate and capable members of society. There will be ups and downs along the journey, but we believe we have the people and processes in place to support our students in becoming the next leaders of society who are prepared to go out into the world and lead with their heads, their hearts and their hands.

Thank you all for your support this year, and I wish you all a safe and enjoyable Christmas break with your family and friends.

Yours sincerely

Andrew Gammon
Principal

School Advisory Council Chair Report

It is my pleasure to present to the St Mary's Donnybrook School community the annual report on behalf of the members of the 2025 School Advisory Council.

The School Advisory Council (SAC) provides parents and members of the St Mary's School community with a structured way to provide support and expertise to our Principal and school leadership team, and plays an active role in nurturing and strengthening the Catholic culture of our school.

As in previous years, it has been our aim over the course of 2025 to support our Principal, Mr. Andrew Gammon, to fulfil his responsibilities in leading the Catholic Identity, Education, Community and Stewardship functions of St Mary's, all in the pursuit of Catholic Education WA (CEWA)'s vision to contribute to a Christ-centered and child-focused learning environment.

We would like to express our gratitude to Mr. Gammon for the capable and professional leadership that he offers to this school in fulfilling his role as Principal and congratulate him on another year of successful leadership at St Mary's in 2025. His ongoing dedication to the development and wellbeing of our students, his team of staff and the wider school community is to be recognised and commended.

Whilst the Principal's Report outlines the progress, challenges and successes achieved within our school over the year, special note is made of:

- The completion of the project to build a cover over the Basketball Court. This was an exciting addition at the commencement of the 2025 school year and has seen a wonderful improvement to the amenity of the school. All made possible because of the significant financial contribution from Talison Lithium Pty Ltd, and the generous support of the St Mary's P&F and a member of the 2025 SAC, Gael Macnaughtan. Gael's donation to the school for the cost of the lighting over the basketball court was a beautiful tribute to honour her late mother, Frances Macnaughtan, who was a dedicated teacher for over thirty years.
- The recent social media marketing initiatives, developed in collaboration with the Catholic Education Marketing team, which highlight to potential new school families in the district the many advantages and benefits of St Mary's Donnybrook, with an aim to boost enrolments and ensure a strong future for the school.
- The myriad of extension and enrichment activities that have been offered to our students over the year, including the BEBRAS Challenges, The Australian Mathematics Challenge, the Tree Talk presentations, the Channel 7 Weather Wall Initiative and the St Mary's Got Talent Competition.

We offer our heartfelt thanks to the leadership team, Mr. Luke Skehan, Mrs. Jo Wright and Miss Chelsea Moore. We are in awe of the dedication and passion that they bring to each of their roles and give our thanks to them for always working above and beyond to support our students' development and education. To the administration staff of Mrs. Katja Humphries, with the welcome addition this year of Mrs. Tina Patane, may we also extend our gratitude for everything they do to ensure that St Mary's is operating the best that it can and for making our school a welcoming place.

The School Advisory Council wishes to recognise the hard work and dedication of all of our teachers and education assistants. They are to be commended for the growth and development that we have seen in our students over the last year, and despite the challenges that no doubt continue to present themselves, we appreciate how they continue to show up for our children each and every day. Our thanks will never feel like enough for all of the time and effort that they dedicate to the education of our children, and for their commitment to creating a positive learning environment.

Furthermore, I want to acknowledge the executive team and the committee members of the Parents and Friends (P&F) of St Mary's. Their energy, enthusiasm, commitment and countless volunteer hours are to be commended. The contributions from the P&F to our school community in both fundraising and friend raising are all in an effort to enhance the educational experience of our children, and the School Advisory Council and the broader school community are genuinely thankful for it. And to Kristy Hadley, the outgoing

Chair of the P&F, we would like to offer the thanks of the SAC for the numerous years that she has worked co-operatively and constructively with members of the P&F committee and the school leadership team in fulfilling her role.

Finally, I wish to acknowledge the contributions of my fellow members of the School Advisory Council, who have all given voluntarily of their time to work alongside the school staff and Father Wayne Bendotti. Their advice, guidance and teamwork have been instrumental in the school community's success and progress over the past year.

- Reggie Keown (Deputy Chair)
- Gael Macnaughtan (Secretary)
- Tara Nietrzeba (Treasurer)
- Richard Hadley
- Shannon Horton
- Amena Baghdadi (P&F Representative)

On a personal note, after five years as a member of the School Advisory Council and two years as the Chairperson, this year concludes my Term on the School Advisory Council. I believe in open communication, respectful collaboration and decision-making that reflects the best interest of the entire school community, and I am proud of the contributions that I have made during my time on the School Advisory Council. Whilst I will not be renominating for the SAC next year, I intend to remain as an engaged member of the school community and look forward to continuing to serve in a meaningful way.

As we come to the end of the 2025 school year, may we take time to pause and reflect on the growth, challenges and achievements that have marked the year at St Mary's, and may we enter 2026 with renewed enthusiasm and hope.

Thank you for a wonderful year, and many blessings for a happy and healthy Christmas holiday season!

Merrin Lowe (Chair, St Mary's School Advisory Council 2025)