



Melbourne Archdiocese
Catholic Schools

2025

Annual Report to the School Community



Marymede Catholic College

60 Williamsons Road, SOUTH MORANG 3752

Principal: Timothy Newcomb

Web: www.marymede.vic.edu.au

Registration: 2032, E Number: E1377

Principal's Attestation

I, Timothy Newcomb, attest that Marymede Catholic College is compliant with:

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

Attested on 15 May 2026

About this report

Marymede Catholic College 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

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

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

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

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

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

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

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

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

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

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

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

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

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

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Mission

Inspired by our Catholic faith tradition we are called to nourish, nurture, challenge and celebrate our diverse community in an adaptive and aspirational environment.

Vision

Inspired by Jesus and In the way of Mary, students experience the fullness of life and aspire to grow, lead and serve.

At Marymede Catholic College we value:

- Community
- Compassion
- Inclusivity
- Integrity
- Learning
- Respect

Finding purpose in our Mission, and guided by what we value to realise our vision, we are focused on:

1. Encountering Christ

With Mary as our model, we meet Christ in everyday moments to be courageous, compassionate and of service to others.

2. Empowering students to flourish

Through proactive wellbeing approaches we foster self-acceptance, personal growth, resilience and respectful relationships.

3. Aspirations for all

We intentionally differentiate learning for the growth and achievement of all.

4. Fostering a positive culture and environment

We take responsibility for a safe, connected, responsive and sustainable environment.

College Overview

Marymede Catholic College serves the parishes of St Francis of Assisi (Mill Park and South Morang) and Christ the Light (Donnybrook, Doreen, Kinglake, Mernda and Whittlesea) and is governed by Melbourne Archdiocese Catholic Schools Ltd (MACS).

Marymede Catholic College opened in 2006 and is a coeducational Prep to Year 12 school with approximately 2500 students across its Doreen and South Morang Campuses alongside the Marymede Early Learning Centres which offers 3-year-old and 4-year-old kindergarten at both our Doreen and South Morang Campuses.

The College also hosts additional students as it has a Campus of St Mary's College for the Deaf on-site.

Excitingly, the College expanded the facilitation of its learning program through the introduction of an additional Campus in Doreen. The Doreen Campus is next door to St Paul the Apostle Catholic Primary School. Marymede Catholic College opened an Early Learning Centre on its Doreen Campus in Term 2 2023 and opened an additional secondary Campus beginning with Year 7 in 2024.

At Marymede Catholic College where our motto is In the way of Mary, we are inspired by how Mary helped others to understand Jesus' teaching.

Inspired by our Catholic faith tradition, we are called to nourish, nurture, challenge and celebrate our diverse community in an adaptive and aspirational environment.

Our vision is Inspired by Jesus and In the way of Mary, for students to experience the fullness of life and aspire to grow, lead and serve.

As a Catholic school we offer students the opportunity, In the way of Mary, to listen, reflect, and respond to what Christ calls us to be today; humble, loving, strong and committed people of service; service to others, especially those most in need, and to creation.

In all that we do, we strive to ensure that our students come to understand Jesus' message and are inspired to use their gifts and talents to create a loving world.

We are passionate about developing the best pathways for our young people and committed to ensuring that each of our students receives an education tailored to their needs and interests. We strive to provide a learning environment where young people can explore different ideas, expand their skills and knowledge, and discover opportunities for growth and development.

Working in partnership with parents we are committed to inspiring student learning and growth in all areas; spiritual, academic, wellbeing and physical.

The College is located on a beautiful site with excellent facilities.

Students are supported by fantastically committed teachers who create a safe, inclusive and happy learning environment.

High standards are fostered at the College where all students are suitably challenged and supported to achieve their very best. We stretch students' talents. We help those who are vulnerable.

An engaging and contemporary learning program, including a wide range of extra-curricular opportunities is on offer to students.

The students of the College are very proud of their school, value the relationships they form with their friends and are blessed to have many great opportunities to come to know our loving God and to develop their knowledge, skills and understanding in all areas.

Graduates of the College leave confident to continue to grow and to lead and serve the world of today and tomorrow.

Principal's Report

2025 saw students take up many opportunities to grow, lead and serve at Marymede Catholic College! Students engaged in the learning program such that they were able to grow in the fullest way possible.

The College Theme for 2025 was 'Let Your Light Shine'. As a College community we considered the light that we each have to offer and how we can say 'yes' to God as Mary did and let our light shine to help others and create an even better world.

In 2025 the College actively advanced the realisation of its Directions which are the key drivers for bringing to life our Vision.

1. Encountering Christ
2. Empowering students to flourish
3. Aspirations for all
4. Fostering a positive culture and environment

I highlight the following areas of growth within the College this year:

- Development of the College Statement of Catholic Identity
- Realisation of our College Social Justice Policy
- Embedding of our student leadership model
- Growth in child safety through a safer Prep to Year 3 precinct, expansion of Resilience, Rights, and Respectful Relationships curriculum and wellbeing curriculum as well as guest presenters relating to consent, sexual education, antibullying and cybersafety
- Growing even further our implementation of Positive Behaviour for Learning practices

- Great outcomes from sporting teams
- Establishment of the College Colours Affirmation Program
- Establishment of the Marymede Catholic College Instructional Model
- Introduction of new College Music Program
- Deepening of practices of differentiation
- Increased VCE results
- Review of medical management processes
- Opening of Stage 3 Magnificat Centre at the Doreen Campus
- Construction of the Stage 4 facility at the Doreen Campus

Thank you very much to the College community for your support across 2025. In particular I specifically acknowledge Lee Campbell (my EA), the College Leadership Team, Fr Anthony Girolami, Fr Hien Vu, student leaders, Gabby Callaghan (HR Manager), Fleur Bedford (Director of Marketing and Communication), the College Advisory Council and staff from Melbourne Archdiocese Catholic Schools.

I congratulate and wish all the best to students who graduated from the College in 2025! I pray that your future is a happy and healthy one and that you always feel the presence of God's love.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal:

To reimagine the College's Marian Identity through staff and student voice.

Intended Outcomes:

- That our Marian Identity will be established and recognised within our community
- That the Marian Identity is enlivened through Prayer, Liturgy, Social Justice Initiatives, Acknowledgement of First Nations People and Care for Creation
- That the learning and teaching of Religious Education will reflect student voice and collaboration amongst staff taking on what we have learnt from past experiences

Achievements

- Finalising the College's Statement of Catholic Identity
- Installation of 'Joyous Journey' sculpture at the Doreen Campus
- Introduction of Community Mass at the Doreen Campus
- Launch of the Breakfast Club
- Training and Commissioning of Extraordinary Eucharistic Ministers of Holy Communion
- Growth of Youth Group
- Review of Religious Education curriculum resulting in the participation in a trial of new Religious Education curriculum with MACS
- Launch of recycle bin for staff development days and major school events as part of the College's approach to caring for creation
- Initiation and commissioning of FIRE Carriers
- Improved engagement at Mass from community members
- Establishing the College Theme for 2026 based on Gospel Values: We are Many Parts, But One Body
- Attendance of Year 11 students at the Australian Catholic Youth Festival (Melbourne)
- Realisation of the College's Social Justice Policy
- Quality professional learning for staff relating to the College's Catholic Identity Statement and social justice

Value Added

- Eucharist and other liturgical celebrations
- Student Reflection Days
- Opportunities for prayer
- Youth Ministry Program
- Year 11 and Year 12 Retreats
- Sacramental Program - Reconciliation, First Eucharist and Confirmation
- Mini Vinnies
- Social Justice Program

Learning and Teaching

Goals & Intended Outcomes

Goal: To intentionally differentiate learning for the growth and achievement of all

Intended Outcomes:

- That teachers collaborate to develop and implement a shared understanding of the design and delivery of differentiated learning and teaching
- That all students are actively engaged in their learning and have increased self-direction, choice and agency

Achievements

- Launch of the Marymede Instructional Model which articulates how teachers structure their lessons and use evidence-based strategies consistent with the MACS Vision for Instruction
- Two day Classroom Practice Conference held at the College
- Achievement Standards for Semester One and Semester Two mapped across Prep to Year 10
- Mapping of the Zone of Proximal Development for all students Prep to 10 to assist teachers with knowing where each of their students are at to begin units and to then assist with targeted teaching

- Year 5 and Year 8 Project to improve student achievement in English (writing) and Mathematicss
using differentiated assessment
- Extension of the Year 7 to Year 9 Enrichment Program
- College Study tours to Spain/Italy and Japan
- Implementation of the new College Music Program
- Aspirations for All Achievement Assemblies held in Semester One and Semester Two for Years 7-12 with new criteria for Academic Awards aimed at motivating students to achieve their best
- VCE Enhanced Results Team 2025 key achievements:
 - VCE holiday homework report run and follow up
 - Meetings with individual students 'at risk'
 - VCE success seminar program for students and parents/carers
 - VCE supervised study sessions
 - Trial Exams in all VCE 3 / 4 subjects – four in English and three in all other subjects

Student Learning Outcomes

NAPLAN Achievement Results

Students of the College achieved excellent outcomes in terms of the level of their literacy and numeracy in relation to national standards on the NAPLAN assessment.

Areas of strength for College students across NAPLAN assessment include:

- 22% of Year 3 students at the Exceeding Level for Spelling

- 81% of Year 3 students at Strong or Exceeding Level for Writing
- 26% of Year 5 students at the Exceeding Level for Spelling
- 82% of Year 5 students at the Exceeding Level for Writing
- Increase in the median achievement level in the Primary Campus for:
 - Year 3 Spelling
 - Year 3 Grammar and Punctuation
 - Year 3 Numeracy
 - Year 5 Spelling
 - Year 5 Writing
 - Year 5 Grammar and Punctuation
 - Year 5 Numeracy
- Primary students had increased growth across two NAPLAN tests compared to students at other schools with the same starting score and similar background in the following areas:
 - Year 3-5 Writing
 - Year 3-5 Numeracy
 - Year 3-5 Reading
 - Year 3-5 Numeracy
- Secondary students increased their median level of achievement in comparison to the state across the following areas:
 - Year 7 Writing
 - Year 7 Reading
 - Year 7 Spelling
 - Year 7 Grammar and Punctuation
 - Year 7 Numeracy
 - Year 9 Spelling
 - Year 9 Grammar and Punctuation
 - Year 9 Numeracy

Improved results are attributed to the following reasons:

- evidence-based approach to teaching literacy
- use of program based on science of reading
- differentiated teaching instruction
- use of evidence based resources

VCE Summary of Results 2025

Student VCE results were excellent in 2025 with increases in achievement evident across a range of areas.

- Increase in median Study Score from 28 to 29

- Increase in % of Study Scores over 40 from 3% to 4.5%
- Increase in % of ATARs over 90 from 5.8% to 10.4%
- Increase in % of ATARs over 80 from 21.4% to 28.7%

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	422	66%	419	61%
	Year 5	512	72%	501	69%
	Year 7	537	65%	n/a	n/a
	Year 9	563	61%	558	57%
Numeracy	Year 3	415	71%	410	69%
	Year 5	501	76%	493	71%
	Year 7	546	72%	n/a	n/a
	Year 9	573	69%	567	67%
Reading	Year 3	424	76%	422	74%
	Year 5	506	80%	497	76%
	Year 7	540	76%	n/a	n/a
	Year 9	576	73%	572	70%
Spelling	Year 3	434	78%	426	74%
	Year 5	509	82%	502	79%
	Year 7	540	71%	n/a	n/a
	Year 9	575	75%	572	76%
Writing	Year 3	419	81%	425	85%
	Year 5	501	81%	498	82%
	Year 7	539	62%	n/a	n/a
	Year 9	590	71%	592	72%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 due to participation not meeting these criteria or no students were

assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	29
VCE VM Completion Rate	100%
VCE VM Completion Rate	100%
VPC Completion Rate	*

*Data not reported for 2025 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Post-School Destinations as at 2025	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

Student Wellbeing

Goals & Intended Outcomes

Goal: To implement proactive wellbeing approaches that foster self-acceptance, personal growth, resilience and respectful relationships

Intended Outcomes:

- That teachers utilise data to effectively plan and implement evidence-based student wellbeing practices and frameworks
- That students learn and apply strategies to support their wellbeing, behaviour and the ability to develop positive relationships with others
- That the Positive Behaviour Management Framework is deeply embedded to support a faith filled and inclusive environment.
- That we establish rich opportunities for student voice agency and community engagement

Achievements

- Implementation of the College Colours Program in the Secondary Campuses. At the Secondary Awards Evening over 300 students were acknowledged for achieving at least one Colour and six students were awarded Colours in all four categories.
 - Academic
 - Spirit
 - Service
 - Co-curricular
- Marymede Instructional Model embedding the MACS Vision for Instruction and Vision for Engagement in our practices to ensure Wellbeing and Learning are implemented together
- Professional learning for staff on the Enabling Phase of the Instructional Model which focused on the benefits of routines and consistent expectations
- MACS Engagement Presentation at the Marymede Instructional Model Conference
- Implementation of Dogs Connect at the College to prepare for a College Wellbeing Dog, Mackenzie

- Introduction of Tweens Connect to expand the Teens Connect program to students who may require support with making connections with peers in Years 5 & 6
- Introduction of Parents Connect to engage with parents and guardians of students who attend Teens and Tweens connect
- TEAM Teach Training undertaken by selected secondary, primary and learning support staff to enable staff to understand how to support students regulate in a safe manner
- Professional Learning for House Leaders and Directors of Student Wellbeing in the Secondary - Mental Health First Aid
- Professional learning for Student Wellbeing Leaders in revised Resilience, Rights and Respectful Relationships Resources
- Further expansion of Student Leadership Teams
- Secondary Student Leadership Program with a training day with Leading Teams to support the Year 12 Captains in leading their Year 7-12 Teams
- Expansion of student leadership at the Doreen Campus
- Year 6 Primary Leaders taking on support roles with Prep to Year 2 students at break times and running lunchtime clubs and leading Primary Campus Assemblies
- Collaboration with Catholic Identity to include wellbeing in the Secondary Retreat and Professional Learning Programs
- Further embedding PB4L across the College:
 - Creation of the PB4L Mascots for the Primary Campus using student voice to name and link the four expected behaviours of Respect, Resilience, Responsibility and Safety
 - Continued development of resources for staff to enable consistent expectations and responses to student behaviour

Value Added

- ANZAC Day services
- Art Club
- Chess Club
- College Colours Affirmation Program
- Ethics Olympiad
- Europe Study Tour
- Fire Carriers
- Gaming Sports
- Gardening Club
- House Sport and other activities
- Interschool Sport Program
- Japan Study Tour
- Languages competitions
- Mathematics competitions

- Music bands and ensembles
- Musical\Public speaking competitions
- Science competitions
- Social justice activities
- Student Leadership Program
- Teens Connect Program
- Vinnies group
- Vocal ensemble
- Youth Ministry

Student Satisfaction

There is a culture at the College of students being proud of their school.

The MACSIS data for the College showed overall feedback for students as improved in 2025 from 2024 across the following areas:

- rigorous expectations
- student engagement
- student-teacher relationships
- student belonging
- learning dispositions
- student safety
- enabling safety
- student voice

Student leadership across the College continued to grow in 2025 with the expansion of leadership opportunities in the Secondary Campus. Approximately one third of Year 11 students applied to be a Year 12 leader.

Secondary Campus students engaged in the new College Colours System aimed at recognising student contribution and achievement. Over 300 students were presented with a College Colour at the end of 2025.

Student Attendance

The College follows MACS policies relating to student attendance.

Non-attendance is managed at the school daily. The College contacts parents, carers and guardians about any unexplained absences, on the same day, as soon as practicable, including for post-compulsory aged students.

Attendance is accurately recorded for all lessons of the day on student files. The College has a Student Attendance Officer at each Campus who monitors attendance and coordinates responses to absences. Messages are sent to parents each morning when a student is absent without parent notification and this is followed up until the matter is resolved.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	85.71

Average Student Attendance Rate by Year Level	
Y01	89.98
Y02	89.64
Y03	90.06
Y04	89.18
Y05	89.64
Y06	88.22
Y07	90.57
Y08	88.69
Y09	88.03
Y10	87.87
Overall average attendance	89.19

Leadership

Goals & Intended Outcomes

Goal: To develop a collaborative culture of professional practice and leadership that is supported by effective feedback

Intended Outcomes:

- That the College develops the capability of aspiring, middle and senior leaders to coach and mentor staff
- That the College develops structures to support cycles of regular feedback for all staff
- That the College develops structures to support cycles of regular feedback from students and families
- That the College continues to improve staff, student and community understanding and implementation of key policies, with particular attention to Child Safety and Risk Assessment

Achievements

- Introduction of professional learning program to support the realisation of the new College Instructional Model
- Embedding College Directions
- Deeper implementation of Child Safe Standards
- Further Leading Teams training for the College Leadership Team and Campus Leadership Teams
- Continued growth of the work of the Policy, Risk and Resources Team
- Strong presence at the Women in Leadership Dinner
- Further implementation of the new Doreen Campus
- Enhancements to risk assessment practices
- Establishment of College compliance website
- Review of medical management practices
- Review of long term financial plan
- Doreen Campus Stage 3 completion
- Doreen Campus Stage 4 construction
- Doreen Campus Stage 5 design
- South Morang Masterplan planning
- Deepening of realisation of MACS policies

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2025

- AI
- Anaphylaxis training
- Assessment and reporting
- Catholic Identity
- Careers education
- Child safety
- Curriculum design
- Curriculum specific
- Cybersafety
- Data analytics
- De-escalation training
- Diabetes training
- Digital learning
- Emergency Management
- First Aid training
- Indigenous spirituality
- Induction
- Inquiry
- Initialit
- Intervention Framework
- Leadership formation
- Learning Diversity
- Learning environments
- Legal matters in education
- Library training
- Literacy
- Mental health first aid for adults
- Microsoft Educator training
- Music leadership
- NAPLAN
- NCCD implementation
- Numeracy
- Policy implementation
- Positive Behaviour for Learning
- Religious Education
- Respectful Relationships Curriculum
- Safety in classrooms
- Social justice
- Sport

Expenditure And Teacher Participation in Professional Learning	
<ul style="list-style-type: none"> • Student attendance • Tertiary studies in leadership, learning and teaching, wellbeing and Catholic Identity • Timetabling • VCAA Assessing • VCAL Quality Assurance • VCE data analysis • VET training • VIT mentoring • Victorian F-10 Curriculum • Vocational learning • Wellbeing 	
Number of teachers who participated in PL in 2025	207
Average expenditure per teacher for PL	\$1350.00

Teacher Satisfaction

College leaders were engaged in a range of professional learning programs aimed at supporting their growth and formation. They offered feedback on how highly they were engaged in the programs and how they assisted their leadership.

Multiple teachers were appointed to leadership roles for the first time. These staff were supported and they offered feedback about how highly they were engaged in making a contribution to the College through leadership.

The professional learning program to support the new College Instructional Model involved Leaders of Classroom Practice and other College Leaders visiting classes and offering feedback based on the specific focus of the Instructional Model for the given term. Annual Review Meetings discussed achievement in realising the Instructional Model and other areas including child safety and Catholic Identity.

MACSIS data was similar to 2024 with increases in the following areas for different groups of staff:

- Psychological safety
- Professional learning
- School leadership

Staff collaborated on a number of projects including:

- Supporting students with complex needs
- Affirmation Program
- Capital development
- Instructional Model development
- Establishment of Catholic Identity Statement

Throughout 2025 the College reviewed staff culture with a view to establishing agreed behaviours to be implemented in 2026. The agreed behaviours are:

- Professionalism
- Collaboration
- Communication
- Collegiality

Teacher Qualifications	
Doctorate	1
Masters	52
Graduate	34
Graduate Certificate	9
Bachelor Degree	96
Advanced Diploma	8
No Qualifications Listed	26

Staff Composition	
Principal Class (Headcount)	9
Teaching Staff (Headcount)	210
Teaching Staff (FTE)	188.27
Non-Teaching Staff (Headcount)	143
Non-Teaching Staff (FTE)	110.06
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

Goal: To develop a collaborative culture of professional practice and leadership that is supported by effective feedback

Intended Outcomes:

- That the College continues to improve staff, student and community understanding and implementation of key policies, with particular attention to Child Safety and Risk Assessment

Achievements

- Review of the College Parents and Friends Association in order to re-launch the Association with a fresh purpose and operational model in 2026
- Continued engagement with parents via videos from the Principal
- Engagement with parents regarding capital development projects across the College
- Parent information evenings regarding parenting VCE students
- Engagement of parents in child safe matters including sexual education and cybersafety
- High attendance at school tours and College Open Days
- Further development of the College website
- Regular practice of consulting parents regarding proposed initiatives
- Presence at community events including the Whittlesea Show

Parent Satisfaction

Positive feedback was received from parents in relation to many elements of College activity including:

- Academic Award Assemblies
- New Music Program
- Sporting Program
- New College Colours Affirmation Program
- College Junior Musical
- Differentiation focus
- Management of safety matters
- Capital development program

- Catholic Identity Statement development
- New Prep to Year 2 precinct
- Mother's Day and Father's Day Breakfasts

MACSSIS survey feedback from parents in 2025 showed an increase in level of satisfaction relating across the areas of student safety and Catholic identity.

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.marymede.vic.edu.au