

2025

Annual Report to the School Community



St Liborius' School

379 Eaglehawk Road, EAGLEHAWK 3556

Principal: Alannah Darmody

Web: www.sleaglehawk.catholic.edu.au

Registration: 262, E Number: E3006

Principal's Attestation

I, Alannah Darmody, attest that St Liborius' School is compliant with:

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

Attested on 31 Mar 2026

About this report

St Liborius' 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

The Catholic Education Week theme for 2025, “Pilgrims of Hope” aligned Catholic Education Sandhurst with the Catholic Church’s international Jubilee Year, invited our education community to take up Pope Francis’s call to “fan the flame of hope that has been given us”. As St Paul reminded us in his letter to the Romans “hope does not disappoint us, because God’s love has been poured into our hearts through the Holy Spirit that has been given to us” (Romans 5:5).

Magnify Sandhurst

The rollout of Magnify Sandhurst across our 51 schools has been the most significant educational initiative in our system’s history. With the support of our partners—Steplab, Knowledge Society, MultiLit, and Ochre Education—Magnify has begun to transform classroom practice, curriculum delivery, and professional learning. The introduction of low-variance curriculum models, instructional coaching, and MTSS frameworks has provided a consistent and evidence-informed foundation for teaching and learning.

Early indicators from NAPLAN and PAT assessments suggest promising trends in student growth. The Magnify model’s emphasis on clarity, structure, and responsiveness has been well received by educators, and the gradual release of responsibility for both students and teachers is fostering a culture of deep learning and professional agency.

Academic Progress and Achievement

While full impact data will take time to mature, 2025 has seen encouraging signs of improvement in student outcomes. Schools implementing Magnify with fidelity are showing gains in foundational literacy and numeracy. VCE results across Sandhurst secondary schools continue to vary, but the system-wide focus on instructional quality and curriculum alignment is expected to stabilise and lift performance over time.

System Solidarity and Subsidiarity

The balance of solidarity and subsidiarity remains central to our system’s identity. In 2025, CESL continued to provide centralised support while respecting the unique character and needs of each learning centre. This approach has enabled shared growth and innovation, while empowering local leadership to respond to their communities with agility and insight.

Know Better, Do Better

As we deepen our commitment to continuous improvement, we have embraced the principle of “Know Better, Do Better.” This has meant courageously de-implementing programs that no longer serve our evolving goals, and supporting staff through transitions with empathy and

clarity. The humility to reflect, learn, and grow has been a hallmark of our leadership this year.

I remain deeply grateful to our school staff, CESL Office personnel, and the members of the CESL and Board for their unwavering commitment to our shared mission. The leadership and dedication demonstrated across our schools have made an outstanding impact in bringing Magnify to life throughout 2025, and the collective efforts of our entire education community continue to ensure that our young people and their families are empowered to have “life to the full” (John 10:10).

Kate Fogarty

Executive Director, Catholic Education Sandhurst Limited

Vision and Mission

VISION

We believe in developing a strong sense of Community between the parish, families and staff and the wider community.

We believe that Learning has its foundation in the home, and is furthered and enhanced by the school which provides a quality teaching and learning environment.

We believe in the Value of each person as a gift from God to be respected, celebrated, nurtured as individuals and supported in their achievements.

We believe our school creates a sense of Hope by being a positive and child safe place where children are happy and secure in their learning and development.

School Overview

St Liborius Catholic Primary School caters to the educational needs of families in Eaglehawk and nearby areas. St Liborius school was built in 1904, when the Sisters of Mercy founded the school, having already provided Sunday School to local children since the 1870s in the church. From 1920 to 1978, the Sisters of St. Joseph provided religious and educational instruction. Currently, the school is under the leadership of a lay principal and upholds the values and ideals of both religious orders.

The school had an enrolment of 254 in 2025.

St Liborius Primary School celebrates a child-centred approach to education that nurtures the unique gifts and attributes of every student, helping them to flourish. We are thrilled to be implementing the Magnify Sandhurst program—an evidence-based approach that supports the individual needs and strengths of every learner. Magnify Sandhurst enhances core skills, promotes consistent classroom practice, and keeps Catholic values at the heart of daily learning. We are proud to partner with global education experts to ensure our students receive the highest-quality learning experiences.

Our staff participate in ongoing professional learning in the Neuroscience of Learning, best-practice literacy and numeracy instruction, a low-variance, knowledge-rich curriculum, and the creation of calm, predictable classrooms.

Our Specialist Program enriches student learning through opportunities in areas such as The Arts, Physical Education, STEM, and Languages. These specialist sessions allow students to explore new interests, build confidence, and experience learning in diverse and meaningful ways.

St Liborius recognises the importance of providing students with modern resources and facilities in a supportive learning environment. The school aims to instil a sense of hope in each student by fostering a positive and caring atmosphere where children feel happy, secure, and engaged in their studies. Building positive relationships within the school is a priority to ensure students' safety, happiness, and social wellbeing. The school also encourages parents to participate actively in their children's learning and school life.

Principal's Report

St Liborius Primary School is a vibrant and welcoming educational community, proud of its rich history and deeply committed to helping every student flourish in both life and faith.

At the heart of our mission is our guiding motto, *Ad Majorem Dei Gloriam* – for the greater glory of God. This vision inspires our daily practice and reflects our commitment to nurturing the unique gifts of each child within a faith-filled, inclusive environment.

Our strong connection to our charism—shaped by the legacies of St Liborius, the Sisters of Mercy, the Josephite Sisters, and the Franciscan Friars—continues to ground our work. We honour these foundations and the enduring values they bring to our contemporary learning community.

We are deeply proud of our physical school environment; our well-maintained, welcoming, and thoughtfully designed learning and play spaces support student wellbeing, engagement, and a strong sense of belonging. Modern, flexible classrooms, revitalised outdoor areas, and high-quality recreational facilities provide students with environments that encourage collaboration, creativity, and active play. These spaces are a visible expression of our commitment to providing the very best setting for learning and growth.

The year 2025 marked a time of immense and exciting change for our community. Central to this was the implementation of Magnify Sandhurst, which has provided a clear, shared direction for learning and teaching across the Diocese. Magnify has strengthened our focus on evidence-based practice, student wellbeing, and consistent, high-impact teaching that supports every learner to grow and succeed.

Throughout the year, our staff engaged in extensive professional learning focused on the neuroscience of learning. This deepened understanding has informed teaching practice across the school, enabling educators to design learning experiences that align with how students learn best. As part of this work, staff collectively embedded new, consistent classroom routines that promote calm, predictability, and emotionally safe learning environments where students are ready and confident to learn.

Across the school, we implemented the MultiLit and Ochre suites of programs, strengthening our systematic and explicit approach to teaching literacy and numeracy. These programs support strong foundations in reading, writing, and spelling, and have been embraced with enthusiasm and professionalism by staff. We proudly celebrate the growth demonstrated by both our students and our educators as these programs have been implemented and refined throughout the year.

Our curriculum continues to be comprehensive and balanced, with a strong emphasis on literacy and numeracy alongside rich learning experiences across all areas of the Victorian Curriculum.

Students also benefit from a diverse specialist program including Italian, Music, Visual and Performing Arts, Health and Physical Education, and STEM. These opportunities, together with camps, excursions, and participation in external sporting opportunities, support the holistic development of each child—socially, emotionally, physically, and spiritually.

Strong partnerships with families and the wider community continue to be a defining strength of St Liborius. We value the involvement of parents in classroom learning, community reading programs, and the many celebratory events that bring our community together. School tours and information evenings remain an important way for prospective families to experience the warmth, professionalism, and pride that define our school.

The St Liborius Advisory Council continues to make a valued contribution to the life and direction of the school. Their support, guidance, and feedback are deeply appreciated, and I thank each member for their generosity and dedication.

As Principal, I extend my sincere gratitude to our passionate and professional staff, whose commitment to learning, reflection, and growth continues to enrich the lives of our students. I also thank our students for the enthusiasm, resilience, and pride they bring to our school each day. Their curiosity, kindness, and willingness to embrace learning make St Liborius such a joyful and inspiring place to be.

St Liborius is a community where individuals are respected, celebrated, and supported to be their very best, and I am immensely proud of all that we continue to achieve together.

Catholic Identity and Mission

Goals & Intended Outcomes

Goals

- Strengthen student and family participation in liturgy, prayer, and sacramental life
- Deepen staff formation in Scripture, Tradition, and Catholic theology
- Strengthen partnerships with the parish to build a welcoming and faith-filled community
- Provide meaningful opportunities for encountering Christ through lived faith experiences

Intended Outcomes

- Increased student leadership and participation in liturgical celebrations (including music ministry)
- Strengthened staff confidence in leading prayer and Religious Education
- Increased parent and parish engagement in school faith life
- A community that demonstrates understanding of and connection to Catholic tradition in contemporary contexts

Achievements

The Catholic Identity of St Liborius Primary School has remained central to all aspects of school life. There was a continued increase in student participation in liturgical celebrations, supported by the expanded use of music and the active involvement of students in ministry roles. Engagement in the Sacramental Program remained strong, fostering deeper connections between students, families, and the parish.

Staff formation was prioritised through ongoing participation in the Blessed, Broken and Shared program, alongside involvement in CESL Spirituality and Shared Mission experiences. The implementation of the revised Source of Life curriculum further strengthened the teaching of Religious Education and supported staff confidence as faith leaders.

A range of outreach initiatives, including Caritas, Project Compassion, and local community support programs, provided students with meaningful opportunities to live out Gospel values and engage in service to others.

Value Added

In 2025, St Liborius continued to enrich the spiritual life of the school community by building on established practices and strengthening connections between school, parish, and families. A shared and growing repertoire of liturgical music enhanced student engagement and contributed to reverent and inclusive celebrations.

Opportunities for participation in parish events and community celebrations further strengthened relationships and reinforced a strong sense of belonging. Staff engagement in formation opportunities, including Blessed, Broken and Shared and CESL Spirituality Day, contributed to a deeper understanding of faith and its integration into everyday practice.

Through these combined efforts, Catholic identity was not only maintained but lived more intentionally, supporting a faith-filled culture grounded in participation, reflection, and service, and enriching the overall life of the school community.

Learning and Teaching

Goals & Intended Outcomes

Goals:

- Embed a consistent, evidence-informed whole-school approach to teaching through the Magnify framework
- Improve student outcomes through a knowledge-rich, low-variance curriculum
- Strengthen staff capability in the science of learning and effective pedagogy
- Develop consistent and purposeful use of student data to inform teaching
- Ensure all students are supported, extended, and challenged in their learning

Intended Outcomes:

- Measurable student growth of at least one year for one year of learning
- Improved consistency of instructional practice across all classrooms
- Increased staff confidence and capability in curriculum delivery and assessment
- Data-informed teaching evident in planning and practice
- High levels of student engagement, independence, and achievement

Achievements

The implementation of the Magnify framework was a significant driver of improvement in teaching and learning in 2025. This involved a substantial and intentional shift in whole-school practice, including the redesign of timetables, learning structures, and classroom routines to align with an evidence-informed, knowledge-rich approach.

Staff demonstrated a high level of commitment and professionalism in adapting to these changes, engaging deeply in the process of relearning and refining their practice—particularly in the teaching of literacy and numeracy. The introduction of structured programs such as InitialLit and Ochre, along with preparation for SpellEx and InitialWrite, strengthened instructional consistency and supported improved student outcomes.

Alongside MultiLit and Ochre, with the introduction of Knowledge Society and the behaviour curriculum, there is clear evidence of increased consistency in teaching practice across the school, with strengthened classroom routines and a more focused, calm learning environment. Student engagement and confidence have improved as a result of these consistent approaches.

This work was underpinned by a strong focus on professional growth, including targeted professional learning in the Science of Learning, instructional coaching through StepLab, and

ongoing use of student data to inform teaching. Together, these initiatives have significantly enhanced teacher capability, collective efficacy, and the overall quality of learning and teaching across the school.

Student Learning Outcomes

In 2025, student learning outcomes at St Liborius Primary School reflected strong growth and increasing consistency across all year levels, supported by the implementation of evidence-informed teaching practices. Progress monitoring in literacy demonstrated excellent growth across all cohorts, with students showing improved confidence, fluency, and independence in reading and writing.

NAPLAN 2025 data for Years 3 and 5 further supports this positive trajectory, highlighting both areas of strength and opportunities for continued development.

Year 3 results indicate strong performance in Reading, Writing, and Numeracy, with the majority of students achieving within the Strong or Exceeding proficiency levels. Reading and Writing, in particular, show a clear shift towards higher achievement bands, reflecting the impact of structured literacy approaches and consistent classroom practice. Numeracy results also demonstrate solid achievement, with most students performing within the expected or above-expected range.

Areas for further development are evident in Grammar and Punctuation and Spelling, where a larger proportion of students remain within the Developing range. This has informed a continued focus on explicit teaching in these areas, supported by new and emerging programs.

Year 5 results demonstrate a similar pattern of achievement, with strong performance across Reading, Writing, and Numeracy, and a significant proportion of students achieving in the Strong range, with some students extending into Exceeding. These results indicate sustained growth from earlier years and reflect increasing consistency in teaching and learning practices.

As with Year 3, Grammar and Punctuation and Spelling remain identified areas for development, with a spread of results across Developing and Strong bands. These trends have informed the school's targeted approach to literacy instruction moving forward, including the continued implementation of evidence-based spelling and writing programs.

Overall, the 2025 data reflects a positive upward trend in student achievement, with strong growth in core learning areas and a clear direction for ongoing improvement. The alignment of curriculum, assessment, and teaching practice through the Magnify framework, alongside targeted interventions, has contributed significantly to improved student outcomes and increased learner confidence and engagement.

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	374	42%	390	45%
	Year 5	463	50%	470	52%
Numeracy	Year 3	406	58%	409	62%
	Year 5	477	71%	472	61%
Reading	Year 3	405	65%	409	67%
	Year 5	499	74%	485	73%
Spelling	Year 3	376	45%	387	50%
	Year 5	467	56%	467	60%
Writing	Year 3	397	77%	397	72%
	Year 5	468	59%	472	69%

*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.

Student Wellbeing

Goals & Intended Outcomes

Goals:

- Strengthen a whole-school, proactive approach to wellbeing and positive behaviour
- Fully implement Behaviour Support structures aligned with Knowledge Society
- Embed Respectful Relationships within a Catholic context
- Maintain high standards of child safety and inclusive practices
- Enhance student engagement, belonging, and voice [2025 Annual Action Plan | Word]

Intended Outcomes:

- Improved student behaviour, engagement, and sense of safety
- Consistent implementation of positive behaviour strategies across the school
- Increased student voice, agency, and participation in school life
- Strong wellbeing data (survey results, engagement indicators)
- A safe, inclusive environment where all students feel known and supported

Achievements

In 2025, St Liborius Primary School maintained a proactive and comprehensive approach to student wellbeing, supported by a range of inclusive and targeted initiatives. A key development was the introduction of Waffle, the school wellbeing dog, through the Dogs Connect program, supporting student engagement, emotional regulation, and connection.

Whole-school supports such as Breakfast Club and Foodshare continued to provide practical assistance to families, while structured break-time activities fostered positive interactions and engagement. The introduction of a structured clubs program further enhanced opportunities for students, enabling them to collaborate with like-minded peers each Friday afternoon and strengthening social connection, student voice, and engagement.

The Mental Health in Primary Schools Leader played a central role in coordinating targeted support and guiding consistent, whole-school approaches to behaviour and wellbeing. The school's designation as a Lead School for Respectful Relationships further affirmed the strength of its inclusive and values-based approach.

A review of the assembly structure increased opportunities for student leadership, voice, and participation, contributing to a stronger sense of ownership and engagement across the school. Additionally, the transition to goal-setting meetings with families strengthened

collaboration between students, parents, and staff, supporting student agency in both learning and wellbeing.

Student voice and engagement data, including positive School Engagement Survey results, reflect a school environment in which students feel safe, supported, and connected.

Value Added

In 2025, St Liborius strengthened its wellbeing framework through robust systems, processes, and ongoing oversight, ensuring a safe and responsive environment for all students. Staff completed all mandatory compliance training, including Mandatory Reporting, Child Safeguarding, SWPBS, and Emergency Management, alongside CESL Child Protection training incorporating the Protect Behaviours program. This training deepened staff understanding of child safety, including a stronger focus on family engagement, Aboriginal student wellbeing, online safety, and clear governance processes.

Child safety remained highly visible across the school, with regular communication to staff and families through newsletters and meetings. All excursions and camps were carefully planned with comprehensive risk assessments to ensure student safety in all contexts.

The establishment of a dedicated wellbeing team strengthened the school's ability to monitor student needs, identify trends, and implement targeted supports. This proactive approach ensured that emerging issues were addressed early and effectively.

Governance and accountability were further reinforced, with child safety maintained as a standing agenda item at all School Advisory Council meetings, ensuring continuous review and improvement.

Through these structures and practices, St Liborius has not only maintained high standards of wellbeing and safety, but has continued to build a strong, responsive, and inclusive school culture that supports the holistic development of every student.

Student Satisfaction

Student satisfaction data from the CES School Engagement Survey (CESSSES) in 2025 indicates that St Liborius Primary School continues to provide a positive and supportive learning environment, with strong outcomes across key domains of engagement, wellbeing, and relationships.

Students reported positive perceptions of teacher-student relationships, highlighting that they feel supported, known, and valued within the classroom. This reflects the school's consistent focus on building strong relational trust and fostering a safe and inclusive environment.

There is also evidence of strong student engagement in learning, with many students demonstrating a sense of interest and motivation in their classroom experiences. This aligns with the school's implementation of structured and consistent teaching practices, which have supported improved clarity, routine, and confidence in learning.

Student responses further indicate a positive sense of belonging and safety, with wellbeing initiatives and proactive behaviour supports contributing to a calm and orderly school environment. The introduction of structured approaches to behaviour, along with targeted wellbeing supports, has strengthened students' sense of security and readiness to learn.

Areas identified for ongoing focus include continuing to strengthen student voice, agency, and ownership of learning, ensuring all students feel actively involved in decision-making and goal setting, and further enhancing challenge in learning tasks to support extension for higher-achieving students.

Overall, CESSES data affirms that students at St Liborius experience a high level of satisfaction, with strong foundations in relationships, engagement, and wellbeing, and clear directions identified for continued improvement.

Student Attendance

In 2025, St Liborius Primary School continued to prioritise the promotion, monitoring, and support of student attendance as a key factor in student success and wellbeing. Clear and consistent processes remained in place to record and follow up attendance, with rolls marked electronically twice daily using SIMON. Families were supported to notify absences through multiple channels, and unexplained absences were followed up promptly, including daily SMS notifications sent prior to 10:30am.

The importance of regular attendance and punctuality was consistently communicated through newsletters, assemblies, and parent engagement opportunities. Attendance data was closely monitored by the Principal and Wellbeing Leader, with staff utilising the SIMON dashboard to track and respond to attendance patterns.

Targeted supports continued to be implemented where required to assist families and students, ensuring all children had the opportunity to attend school regularly. Initiatives such as Breakfast Club and wellbeing supports further contributed to removing barriers to attendance.

A key focus in 2025 was celebrating positive attendance. Student attendance was formally recognised at the end of 2025 through awards acknowledging improved and excellent attendance, reinforcing the strong link between attendance, engagement, and learning success. This celebration of attendance contributed to a continued positive culture in which students feel encouraged and supported to attend school regularly.

Overall, St Liborius continues to provide a welcoming, safe, and supportive environment that promotes strong attendance and engagement for all students.

Average Student Attendance Rate by Year Level	
Y01	90.99
Y02	91.51
Y03	91.54
Y04	90.32
Y05	86.35
Y06	90.76
Overall average attendance	90.25

Leadership

Goals & Intended Outcomes

Goals

- Build staff capacity through structured professional learning and coaching (e.g. StepLab)
- Develop a whole-school professional learning plan with clear impact measures
- Strengthen leadership clarity, alignment, and accountability across the school
- Ensure sustainable and strategic use of human and financial resources
- Support staff growth through feedback, reflection, and leadership formation

Intended Outcomes

- Improved teacher practice and professional growth across all staff
- A strong culture of continuous improvement and collective efficacy
- Clear and aligned leadership structures supporting school priorities
- Sustainable staffing and resource allocation aligned to student needs
- Increased staff engagement, wellbeing, and retention

Achievements

In 2025, St Liborius Primary School demonstrated a strong and strategic approach to leadership, with a clear focus on building sustainable practices, strengthening staff capacity, and improving student outcomes. A key enabler of this work was the revised leadership structure, which provided clarity of roles and responsibilities and supported a more focused and intentional implementation of the Magnify Sandhurst framework. This structure aligned closely with the School Improvement Tool (SIT) review findings, which note the presence of clear documentation of leadership roles and strong alignment to system priorities, supporting effective implementation of the school's improvement agenda.

At the commencement of the year, the Leadership Team engaged in targeted professional learning and formation to strengthen alignment, shared vision, and collective efficacy. This investment enhanced the team's capacity to lead change effectively and respond to the significant pedagogical shifts required. SIT findings further affirm that the school places a high priority on leadership development and building staff capability, with leadership opportunities and formation supporting a cohesive and skilled team .

Instructional leadership became an increasing focus throughout the year, particularly through the implementation of Magnify Sandhurst. Leaders were visible in classrooms, supporting staff and modelling effective practice. This aligns with SIT findings which highlight the high visibility of the leadership team in classrooms and their role in supporting and refining pedagogical practice. The introduction and strengthening of coaching structures, including StepLab, supported the development of a collaborative culture, with staff increasingly engaging in feedback, reflection, and shared improvement.

Strategic planning remained central to leadership practice, including the development of the School Improvement Plan and Annual Action Plan. The SIT Review acknowledges that the school has established a coherent improvement agenda aligned to student outcomes and informed by data, with leaders committed to ongoing evaluation and refinement of strategies.

Leadership also demonstrated strong stewardship of resources and personnel. Forward planning for staffing, class structures, and targeted resourcing ensured that student learning and wellbeing needs remained a priority. SIT findings affirm that resources are strategically and equitably allocated, with flexible structures allowing the school to respond effectively to student needs .

Through these combined initiatives, leadership at St Liborius has strengthened its impact, building a cohesive, capable, and future-focused team with a shared commitment to continuous improvement, high expectations, and positive outcomes for all students.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
In 2025, a significant and sustained investment in professional learning supported the successful implementation of the Magnify Sandhurst framework and strengthened staff capability across all areas of teaching and learning. Staff demonstrated a high level of commitment and professionalism, engaging in an extensive range of learning opportunities throughout the year. A major focus was building staff understanding of the Science of Learning, including whole-day professional learning with Dr Jared Cooney Horvath. This work provided a strong evidence-based foundation for the instructional shifts required under Magnify. In addition, staff engaged in professional learning aligned to key components of the framework, including Knowledge Society (behaviour curriculum), StepLab (instructional coaching), and curriculum-specific programs such as Ochre, InitialLit, MultiLit, MiniLit Sage, MacqLit, and OxEd. These programs required staff to develop new knowledge and refine their practice, particularly in literacy and numeracy instruction. Staff were highly dedicated throughout this period of change, managing a demanding professional learning schedule while actively implementing new approaches in their classrooms. This collective effort has led to increased consistency, clarity, and confidence in teaching practice across the school. Professional learning in Source of Life ensured that staff were well equipped to deliver the Religious Education curriculum with fidelity, while ongoing participation in the Blessed, Broken and Shared formation program supported staff to deepen their understanding of Catholic identity and their role as educators in a faith-based community. Overall, the breadth and depth of professional learning undertaken in 2025 has been instrumental in building staff capacity, strengthening instructional practice, and supporting improved outcomes for all students.	
Number of teachers who participated in PL in 2025	30
Average expenditure per teacher for PL	\$364.78

Teacher Satisfaction

Teacher satisfaction data from the ORIMA CES School Engagement Survey (CESSSES) in 2025 indicates a positive and strengthening staff culture at St Liborius Primary School,

reflecting high levels of professional engagement, collaboration, and shared commitment to school improvement.

Staff responses highlight strong outcomes in collective efficacy and teamwork, with teachers reporting a high level of trust and collaboration within teams. This reflects the intentional focus on building a unified approach to teaching and learning, particularly through the implementation of the Magnify Sandhurst framework and associated professional learning structures.

There is also evidence of positive perceptions of leadership support and direction, with staff recognising the clarity provided through the revised leadership structure and the alignment of strategic priorities. Staff have reported feeling supported through significant change, particularly in the shift in pedagogical practice, with leadership actively engaged in providing guidance, feedback, and opportunities for professional growth.

Teacher satisfaction is further reflected in strong responses related to professional learning and growth opportunities. The extensive professional learning undertaken throughout the year—including Science of Learning, coaching models, and curriculum-specific programs—has contributed to increased confidence and capability. Staff have valued opportunities to engage in coaching, receive feedback, and collaborate with colleagues to refine their practice.

Importantly, despite the significant workload associated with the implementation of new frameworks and programs, staff responses indicate a strong sense of purpose and commitment to student outcomes. Teachers recognise that the changes undertaken are leading to improved consistency and impact in the classroom, which has contributed positively to overall job satisfaction.

Areas identified for ongoing focus include maintaining workload balance and continuing to support staff wellbeing throughout periods of change. Ensuring sustained opportunities for reflection, collaboration, and recognition will remain important in strengthening staff satisfaction.

Overall, CESSES data indicates that St Liborius staff feel valued, supported, and professionally engaged, with a strong collective commitment to continuous improvement and delivering high-quality learning outcomes for all students.

Teacher Qualifications	
Doctorate	0
Masters	3
Graduate	4
Graduate Certificate	0
Bachelor Degree	17
Advanced Diploma	3
No Qualifications Listed	7

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	30
Teaching Staff (FTE)	24.29
Non-Teaching Staff (Headcount)	17
Non-Teaching Staff (FTE)	11.56
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goals

- Strengthen partnerships between the school, parish, and families to support student learning, wellbeing, and faith development
- Increase opportunities for meaningful parent engagement and participation in school life
- Enhance student voice and agency through school structures and community events
- Improve communication processes to ensure transparency, clarity, and accessibility for families
- Promote a strong sense of belonging for all members of the school community
- Support enrolment growth and positive community perception of the school
- Develop targeted partnerships and supports in response to community needs

Intended Outcomes

- Increased parent participation in liturgies, school events, learning opportunities, and goal-setting meetings
- Stronger connections between school, parish, and families, evidenced through shared initiatives and increased engagement
- Greater student voice and participation in school structures, including assemblies, leadership opportunities, and clubs
- Improved quality and consistency of communication through newsletters, parent sessions, and digital platforms
- High levels of community satisfaction and engagement, as reflected in CESSES data
- Sustained or increased enrolment demand, reflecting confidence in the school community
- A cohesive, inclusive school culture where students and families feel welcomed, connected, and valued

Achievements

In 2025, St Liborius Primary School continued to strengthen its connection with families, parish, and the wider community through intentional and inclusive engagement strategies. A strong focus on partnership was evident through increased opportunities for parents and families to be involved in school life, including liturgical celebrations, community events, and learning-focused experiences.

The transition to goal-setting meetings enhanced collaboration between students, parents, and teachers, strengthening shared responsibility for learning and wellbeing. Communication with families was further improved through refined newsletters, regular updates, and increased opportunities for parent engagement and learning.

The school also deepened its connection with the parish through student participation in Masses, sacramental programs, and community celebrations. Parent morning teas following Masses were well received, providing valuable opportunities for connection and community building.

Student voice was strengthened through changes to assembly structures, providing greater opportunities for leadership, participation, and engagement. Initiatives such as the structured clubs program further contributed to a strong sense of belonging and connection among students.

Community connection was also fostered through key events, including a highly successful Trivia Night, which brought families together in a positive and engaging way while supporting school initiatives. In addition, the Foodshare program continued to provide practical support to families, ensuring access to essential resources and easing financial pressures where needed.

The contribution of volunteers was recognised and celebrated through a dedicated Volunteer Appreciation Lunch, acknowledging the vital role families and community members play in supporting school life.

Community confidence in the school remained strong, reflected in sustained enrolment demand and high levels of participation in school events. Overall, St Liborius continues to foster a welcoming, inclusive, and connected community, where relationships are valued and partnerships support the wellbeing and success of all students.

Parent Satisfaction

Parent Satisfaction – CESSES and SIT (2025)

Parent satisfaction in 2025 was strongly affirmed through both CESSES data and findings from the School Improvement Tool (SIT) Review, indicating high levels of trust, engagement, and partnership within the St Liborius community.

CESSES results reflect that the majority of parents report positive perceptions of school communication, relationships, and overall school climate, with families indicating that they feel informed, welcomed, and supported in their child's education. This is reinforced by strong engagement in school initiatives such as goal-setting meetings, liturgical celebrations, and community events.

The SIT Review further strengthens this picture, noting that parents and carers are active partners in their children's learning and in the faith life of the school, and that they feel welcomed and included in school experiences . Relationships across the school community were described as consistently caring and respectful, contributing to a strong sense of belonging for families .

The report also highlights that the school has a positive reputation within the community, with families recognising its strength in meeting individual learning needs and supporting students holistically . Many parents actively choose St Liborius based on this reputation, demonstrating a high level of confidence in the school's approach to teaching, wellbeing, and inclusion .

In addition, SIT findings confirm that families are valued as integral members of the school community, with strong intergenerational connections and active involvement in both learning and community life . Opportunities such as community events, outreach programs, and partnerships with local organisations further enhance this connection.

Overall, both CESSES data and SIT findings indicate that parents at St Liborius feel highly satisfied, valued, and engaged, with strong relationships, effective communication, and meaningful opportunities for involvement contributing to a deeply connected and supportive school community.

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.sleaglehawk.catholic.edu.au